

**THE CORRELATION AMONG
SELF-CONFIDENCE, VOCABULARY SIZE, AND
SPEAKING PERFORMANCE OF EFL STUDENTS
AT IAIN PALANGKA RAYA**

THESIS



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STUDY PROGRAM OF ENGLISH EDUCATION**

2020 M / 1441 H

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THESIS

Presented to
State Islamic Institute of Palangka raya
in partial fulfillment of the requirements
for the degree of *sarjana* in English Language education



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2020 M / 1441 H

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
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ABSTRACT

Harisha, Nor. 2020. *The Correlation Among Self Confidence, Vocabulary Size, and Speaking Performances of EFL students at IAIN Palangka Raya*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya : Advisor (I) Sabarun, M.Pd. (II) Zaitun Qamariah, M.Pd.

Keyword : Correlation, Vocabulary size, self confidence Speaking performance.

The study is aimed at measuring the correlation among self confidence ,vocabulary size and speaking speaking performance of the Efl students at IAIN Palangka Raya. The design of the study was correlational design; the type of the study was quantitative approach to find out “Is there any correlation Among self confidence, vocabulary size, and speaking performance of the Efl students at IAIN Palangka raya ? “.

The population of this research was 68 English students of fifth semester academic in year 2017/2018. To get the data total population sample was used 22 students (class A) as try out group and 46 students as the real sample. The approach of the study used the quantitative approach. This research has three variables that are variable X1 (Vocabulary size), X2 (self confidence level) and variable Y (students' speaking performance). The collection the data used test and Questionnaire and to analyzed the data by using product moment correlation.

The Researcher analyzed the data using Pearson Product Moment Correlation with manual calculation and also SPSS 17.0 program to test the hypothesis. The result of the analysis using manual calculation was 0.741 and rtable at 5% and 1% significant level were 0.293 and 0.380 or $0.293 < 0.741 > 0.380$, it meant that the r value $> r_{table}$. The result of calculation using SPSS 17.0 program found that rvalue (0.741) was also higher than r table at 5% and 1% significant level or $0.293 < 0.741 > 0.380$. It could be concluded that alternative hypothesis (H_a)stating that there is a significant positive correlation among self confidence, vocabulary size and speaking performance of the EFL students at IAIN Palangka Raya is accepted and null hypothesis (H_o) stating there is no a significant positive correlation among self confidence, vocabulary size and speaking performance of the EFL students at IAIN Palangka Raya is rejected.

Based on the research findings, it is shown that there is a very significant positive correlation among self confidence, vocabulary size and speaking performance of the EFL students at IAIN Palangka Raya. It meant that students' who had sizeable vocabulary and higher self confidence better than the student who had lack of vocabulary and low self confidence in the performed speaking.

ABSTRAK

Harisha, Nor. 2020. *Hubungan Antara Tingkat Kepercayaan diri, Ukuran kosa kata dan Kinerja berbahasa Mahasiswa Berbahasa Asing di IAIN Palangka Raya*. Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan : Pembimbing (I) Sabarun, M.Pd. Pembimbing (II) Zaitun Qamariah, M.Pd.

Kata Kunci : korelasi, ukuran kosakata, tingkat kepercayaan diri, kinerja berbahasa

Penelitian ini bertujuan untuk mengukur hubungan antara ukuran kosa kata, tingkat kepercayaan diri dan kemampuan kinerja berbicara yang berbahasa asing di IAIN palangka raya. Model peneltian ini adalah model korelasi; jenis penelitian ini adalah pendekatan kuantitatif untuk menemukan jawaban dari penelitian. Masalah penelitiannya adalah “apakah ada hubungan antara kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara mahasiswa berbahasa asing di Palangka Raya?”.

Populasi dalam penelitian ini adalah 76 mahasiswa bahasa inggris semester IV angkatan 2017/2018. Pengambilan data menggunakan sample penuh (total sample) 22 mahasiswa (kelas A) sebagai kelompok try out dan 46 mahasiswa sebagai sample nyata sebab beberapa mahasiswa menghindari mengikuti tes speaking dan tes kepercayaan diri. Metode penelitian yang digunakan adalah kuantitatif. Dalam penelitian ini terdapat 3 variable yaitu variable X1 (ukuran kosakata) X2 (kepercayaan diri) dan variable Y (kinerja speaking mahasiswa). Pengumpulan data menggunakan teknik tes dan angket . Untuk menganalisa data menggunakan korelasi product moment.

Untuk menguji hipotesis, peneliti menganalisis data tersebut menggunakan perhitungan Pearson Product Moment korelasi dengan perhitungan manual dan program SPSS 17. Hasil analisis menggunakan perhitungan manual adalah 0.741 dan r_{tabel} pada tingkat signifikan 5% dan 1% adalah 0. 0.293 dan 0.380 atau $0.293 < 0.741 > 0.380$, artinya $r_{hitung} > r_{tabel}$. Hasil perhitungan menggunakan program SPSS 17 ditemukan bahwa r_{hitung} (0.741) lebih besar dari r_{tabel} pada tingkat signifikan 5% dan 1% atau $0.293 < 0.741 > 0.380$. Ini dapat disimpulkan bahwa hipotesis alternatif (H_a) yang menyatakan bahwa ada hubungan positif yang signifikan kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara mahasiswa berbahasa asing di IAIN Palangka Raya diterima dan hipotesis nol (H_o) yang menyatakan bahwa tidak ada hubungan positif yang signifikan antara kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara mahasiswa berbahasa asing di IAIN Palangka Raya ditolak.

Berdasarkan hasil temuan penelitian, menunjukkan bahwa ada hubungan positif yang signifikan kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara mahasiswa berbahasa asing di IAIN Palangka Raya. Maksudnya adalah bahwa siswa yang memiliki kosa kata yang cukup besar dan kepercayaan diri yang tinggi berbicara lebih baik dari pada siswa yang memiliki kosa kata yang sedikit dan kurang percaya diri.

ACKNOWLEDGMENTS

In the name of Allah, the merciful, the beneficent. All praise be to Allah SWT, the lord of the world, for the health and the strength that has given to the writer in writing her thesis, and finally the writer was able to finish her thesis. Many people have contributed helps, supports, suggestions, and guidance's, therefore in this right occasion, Researcher would like to express greatest thanks to:

1. Dr. H. Khairil Anwar, M. Ag., as the Director of State Islamic Institute of Palangka Raya for his direction and permission of conducting this research.
2. Dr. Hj. Rodhatul Jennah. M.Pd., as the Dean of Faculty of Teacher Training And Education of State Islamic Institute of Palangka Raya for her permission of conducting this research.
3. Akhmad Ali Mirza M.Pd., as Chair of Language Department for his valuable assistance both in academic and administrative matters.
4. Zaitun Qamariah, M.Pd., as Chair of English study program and second thesis adviser for her guidance encouragements that provided the writing of this research project.
5. Sabarun, M.Pd., as the first advisor, for his valuable guidance, suggestion and encouragement.
6. All of the lecturers of the State Islamic Institute of Palangka Raya who have give us everything that relate with religion and education.
7. The principal of TBI students in fifth semester for their participant to complete Her research at IAIN Palanka Raya.

8. Her classmates of Study Program of English education, especially 2016 period, for the support in sadness and happiness during the study in undergraduate program and for their spirit to accomplish their study.

And the last, the writer would like to thanks to her parents, her brother and My big family who always give her spirit, enthusiasms, attention and inspiration to finish her study.

The Researcher realizes that the study is still far to be perfect, here fore some constructive critical and suggestion are warmly welcome. Hopefully, may Allah keep us on then straight path and reward us for what we have done and this can useful all of us.

Palangka raya,

April 2020

Nor Harisha
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DECLARATION OF AUTHENTICATION

In the name of Allah,

I myself make declaration that this thesis entitles **THE RELATIONSHIP AMONG SELF-CONFIDENCE, VOCABULARY SIZE AND SPEAKING PERFORMANCE OF EFL STUDENTS AT IAIN PALANGKA RAYA ACADEMIC YEAR 2017/2018** is truly my own writing. If it is not my own writing, so, it is given a citation and show in the list of references.

If my own declaration is not right in this in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, April 2020

My own Declaration



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DEDICATION

This thesis is dedicated to some special people as follow :

1. My beloved father and mother (Rudianor & Norhamidah, S.Pd.I) who always support, struggles, patience and every pray you sent up for me in every single day so I can finish my study. I love you to the moon and never back.
2. To Sabarun, M.Pd. as my first advisor and Zaitun Qamariah, M.Pd. as my second advisor who has given me guidelines and advises during this thesis done.
3. My Big family thank you for your encouragement, support and helps.
4. My Bias Kim hanbin you are my spirit to finish my study.
5. All my lovely friends in English Education Program in academic year 2016.
6. All of the lecturers of English Education Program who have given me the knowledge of English .

thank you for all

MOTTO

“Cukuplah Allah Bagiku, Tidak ada Tuhan selain dia.

Hanya kepada-Nya aku bertawakal”

~At-Taubah : 129~



TABLE OF CONTENTS

COVER	i
ADVISOR APROVAL	ii
PERSETUJUAN SKRIPSI	iii
OFFICIAL NOTE	iv
THESIS APROVAL	v
ABSTRACT	vi
ACKNOWLEDGMENTS	vii
DECLARATION AUTHENTICATION	viii
DEDICATION	ix
MOTTO ..	x
TABLE OF CONTENTS	ix
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS	xviii
LIST OF APPENDICES	xix

CHAPTER I

INTRODUCTION

A. Background of the study	1
B. Problem of the study	5
C. Objective of the study	5
D. Significant of study	5
E. Hypothesis of the study	6
F. Scope and limitation.....	6
G. Definition of key terms	7

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related of studies	9
B. Self-confidence	12
C. Vocabulary size	18
D. Speaking performance.....	23
E. Correlation study	30

CHAPTER III

RESEARCH METHOD

A. Research design.....	34
B. Place and Time	35
C. Variable of study	36
D. Population and sample	36
E. Research Instrument.....	38
F. Instrument Try out.....	43
G. Instrument Validity	45
H. Instrument Reliability.....	49
I. Data collection procedure	51
J. Data analysis procedure	53

CHAPTER IV

RESULT OF THE STUDY

A. Data Presentation	56
B. Comparison among self confidence, vocabulary size, and speaking performance	67
C. Result of data analysis	68

CHAPTER V

CLOSING

A. Conclusion	85
B. Suggestion	86

REFERENCES

APPENDIX

LIST OF TABLES

Table	
Page	
2.1	Level of Vocabulary..... 22
3.1	Number of Population..34
3.2	Number of Sample35
3.3	Qualifications scores for English Subject.....37
3.4	Specification of Vocabulary Test Items37
3.5	Interpretation Questionnaire40
3.6	specification of Vocabulary Tries out test Items41
3.7	The Result Validity of the Vocabulary Tryout test42
3.8	The Description Test Items of Self Confidence46
4.1	The Description of Speaking Test scores 55
4.2	Qualification Scores for English Subject.....57
4.3	The Description of Vocabulary Test Scores58
4.4	Qualification Scores for English Subject..... 61
4.5	The Description of Self Confidence Test scores 62
4.6	The Description comparison among Vocabulary size, Self Confidence, and Speaking performance by the students 65
4.7	The Result of Normality Test67
4.8	The Result of Homogeneity Test.....68
4.9	The Result of Linearity test for students Vocabulary Size and Speaking Performance 68
4.10	The Result of Linearity for students Self Confidence and Speaking performance69
4.11	Testing Hypothesis 70
4.12	Interpretation Orientation75

4.13 The calculation of Pearson Product Moment Correlation	
Using SPSS 16 Program	76
4.14 The Result of Pearson Product Moment Correlation	
Test observed	77

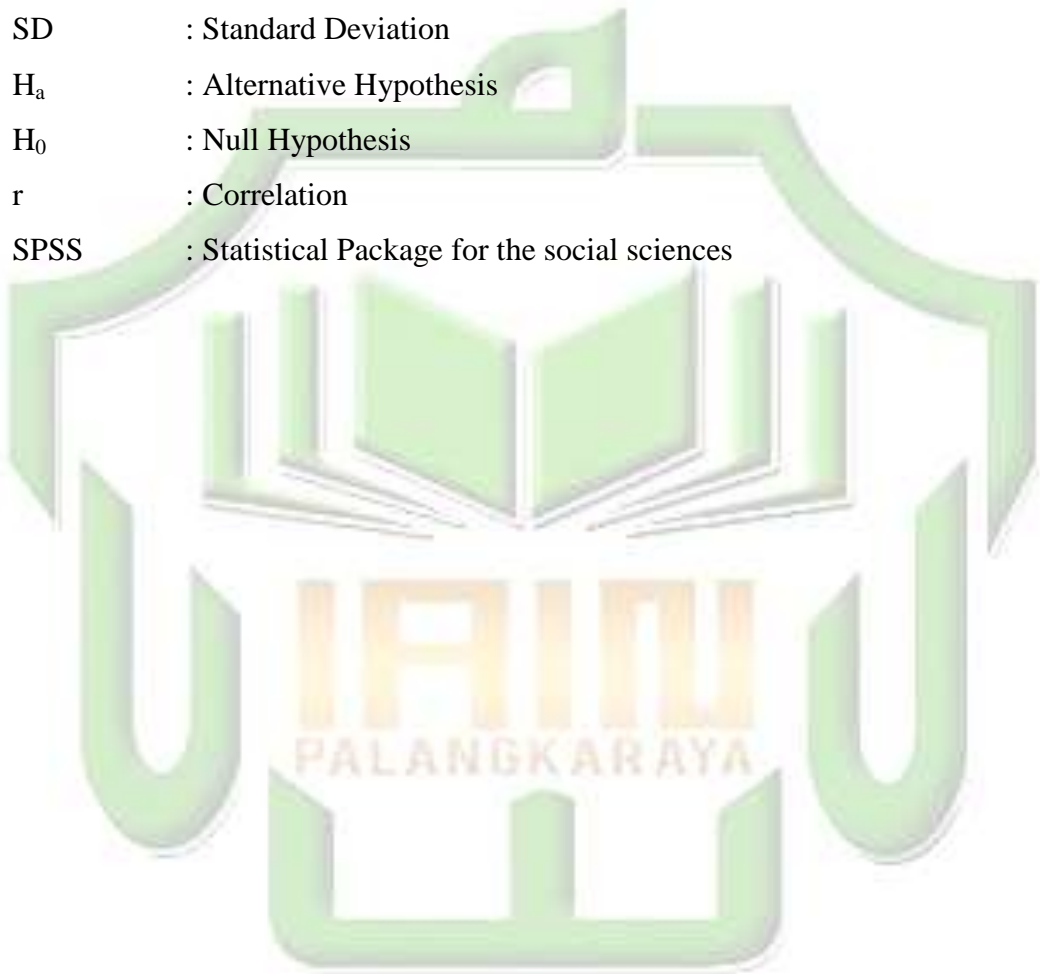


LIST OF FIGURES

Figure	
Page	
3.1 The scatter plot	35
3.2 Steps of Collecting Data, Data Analysis, and Testing Hypothesis	55
4.1 The Frequency Distribution of Speaking Test.....	59
4.2 The Frequency Distribution of Vocabulary Test.....	62
4.3 The Frequency Distribution of Self confidence Test.....	66
4.4 scatter plot Correlation between vocabulary size and speaking performances	77
45 scatter plot Correlation between vocabulary size and speaking performances	76

LIST OF ABBREVIATIONS

IAIN	: Institut Agama Islam Palangka raya
EFL	: English Foreign Language
Df	: Degree of Freedom
SD	: Standard Deviation
H_a	: Alternative Hypothesis
H_0	: Null Hypothesis
r	: Correlation
SPSS	: Statistical Package for the social sciences



LIST OF APPENDICES

Appendix

Page

1. Research Schedule
2. Speaking Test
3. Vocabulary Test
4. Self Confidence Questionnaire
5. Students Scores distribution
6. Students Answer sheet
7. Result of SPSS calculation of Mean, Median, Mode, and standard deviation of speaking test scores
8. Result of SPSS calculation of Mean, Median, Mode, and standard deviation of Vocabulary test scores
9. Result of SPSS calculation of Mean, Median, Mode, and standard deviation of self confidence test scores
10. Result of r table manual calculation
11. Result of validity vocabulary test
12. Documentation
13. Letters
14. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of study

Every people need to communicate with others through speaking. Speaking is a communication skill that permit English students to utter thoughts and ideas. Speaking English is the major achievement for English students. The play an important role in determining how quickly and how correctly they will accomplish this achievement. Speaking skill is one's important skill to improve English proficiency from the very beginning of language learning. Speaking is the skill that most important thing in language skills. This skill can be developed and enhanced as an effective means of communication (Morozova, 2013).

The English students are need expected to produce English speech sound well. Luoma (2004 p.7) stated that speaking skill is an important part of the curriculum in language teaching and it makes them as an important object of assessment as well. Meanwhile the role of student Self-confidence is also considered to be one of the affective filters that can either promote or hamper speak English in language learning in general. Self-confidence, is particularly important as far as speaking performance is concerned.

another factor that is crucial in the development of the speaking ability is vocabulary. It is undeniable the fact that vocabulary is critical to acquire a second language since it enables learners to express their wishes

or ideas. Further studies conducted by Richards (1976 p.77), Krashen (1989 p.440) and Maximo (2000 p.385) suggest many reasons for giving importance to vocabulary. Some of these reasons are the increasing use of dictionaries, mastery of language and learners expressing that lack of vocabulary is one of the main sources of problems in communication. Nevertheless, in the fact is that most of the students still low in speaking. Many students has several problems In the speaking English. students usually face many difficulties, especially in understanding grammar and meaning , pronunciation, and others.

The result of early interview on English students IAIN of Palangka Raya shows that students' problem in speaking in fifth semester as follows. First, some students feel uncomfortable in speaking English in front of class. They have no preparation and enough English words. students only remember the words when they have to practice speaking in front of class. They usually speak by imitating the words and phrases in the book. They do not understand the content being spoken and they do not speak spontaneously using their own words. Second, many students feel less confident in speaking English. Third, Some students feel intimidated by lecturers who give them many tasks. Furthermore, some students can not speak English well. They are afraid of making mistakes.

The inability of students in speaking a foreign language can cause them difficulties in expressing their ideas even in simple conversations it was caused by the personal capabilities that are usually called self-

confidence, and vocabulary size. many students had difficulty when their speaking performance. They speak slowly and less fluently, making frequent pauses and thinking of suitable or correct words, and also often make mistakes and slips.

The Researcher things that in classroom self-confident and vocabulary size are important thing for speaking performance. It can help the students to identify the problems faced and also as a facilitator to speak fluently and accurately in speaking English performance. Self-confidence and vocabulary size are personal factor that pays a supportive role in the achievement of foreign language learning. It is the support and encouragement students receive from the people around them or the lack of it that helps shape their inner feelings about their self.

The researcher could summarize that important to correlated self-confidence, vocabulary size and speaking performance because in vocabulary size gave great impact to students' and self-confidence had an actually important role in improving speaking performance in learning English. it will have positive thinking and realistic perception on their abilities especially in speaking. The researcher assumes that good to know vocabulary size of students it may can makes them easier to speak up and also can support to express their ideas when speaking and that they felt more comfortable in their language learning process.

Based on the descriptions above, the researcher interested want to know the correlation of three factor that are the self-confident,

vocabulary size, and speaking performance, so the writer is interested in presenting the study entitle : **The Correlation Among Self-confidence and Vocabulary Size on Student's speaking performance of EFL students at Iain Palangka Raya.**

There are number of reasons to choose the topic. *First* Self Confidence as a facilitator to speak fluently and accurately especially for speaking in L2 and of the factors to provide challenging and meaningful opportunities for successful learning. *Second*, Vocabulary Size can identify the most accurate definition which frequently has constituents of meaning

with the distracters and to view the vocabulary of English (and indeed any language) as consisting of a series of levels based on frequency of occurrence. *Third*, speaking performance is the ability how people try to convey his message to other people. it is one of demanded skill that mostly used in communication. *The last*, EFL Students IAIN Palangka Raya were chosen as the subject of researcher study since the researcher studied at this college, and this research will give contribute to IAIN Palangka Raya.

B. Problem of the study

Based on the background of the study, the writer would like to present and formulate the main problem of the study as follow :

“Is there any significant correlation Among self-confident, Vocabulary size and student’s speaking performance ?”

C. Objective of the study

Based on the formulation of the problem above, the objectives of the study is :

“To Measure the significant correlation Among self-confidence, Vocabulary size & student’s speaking performance.”

D. Significance of study

There are two significant of the study :

1. Theoretically, the results of this study contributed in the form of supporting to teachers or lecturers to prepare and provide comfortable and enjoyable learning, so students are confident about their ability to speak performance for better understanding and solutions to learning strategies for performance speak up.
2. Practically, the result of this study expected may help give a contribution in form of problem solving to the teacher or lecturer to use the best speaking teaching- learning strategies appropriate with the

student. for students would help to improve and develop their self-confidence and vocabulary size on English speaking performance. In addition, this study would be useful to other researchers who like to study with a similar topic.

E. Hypothesis of this study

The study hypothesis is stated as follows :

H_a :there is correlation Among self confidence, Vocabulary size on student's speaking performance of EFL students at Iain Palangka raya.

H_0 :there is No significant correlation among self confidence and vocabulary size on student's speaking performance of EFL students at Iain Palangka Raya.

F. Scope and Limitations

The study belongs to correlation study since the focus of the study using test to measure the correlation among self-confidence, Vocabulary size, and students speaking performance to see whether these three variables will have a large impact on students. The subject of this study is student English education study program especially for speaking for formal setting fourth semester in academic year 2017/2018 Iain Palangka Raya which is located on jalan G.obos IX Complec Islamic Center.

G. Definition of key terms

a. Self-Confidence

self- confidence is the conception of how perceive to belief in yourself and your abilities, that indicates the individuals believe themselves to be capable, significant, successful and worthy.

b. Vocabulary size

vocabulary size is the total number of word of a language in general, that use to support students in the language learning process and also to know student master in vocabulary and provide some indication of the size of the learning task facing second language learners.

c. Speaking performance

Speaking performance is defined as the productive oral skill include of producing a systematic verbal statement to transport and express something in communication for sending a message to the other.

d. Correlation Study

Ary, Jacob, & Sorensen (2010, p.639) explained that Correlation is a technique for determining the covariation between sets of score; paired scores may vary directly (increase or decrease together) or vary inversely (as one increase, the other decreases correlational research.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

In order to make a different study with the previous research, the Researcher have found some previous studies that are concerned with self-confidence, vocabulary size and student's speaking performance as follows :

The first, the study conducted by Gorman (2013) about Relationships Between Vocabulary Size, Working Memory, and Phonological Awareness in Spanish-Speaking English Language Learners. The result of this study indicated significant and equivalent gains in both languages of children in the experimental group and no gains in the control group. Spanish vocabulary size was significantly related to obtain PA in both languages and was make more strongly related to English gains than was English vocabulary size. The memory tasks have predict progress in each language by different ways. that favorable relationships be found among vocabulary size, storage and processing components of working memory, and Phonological Awareness development in both languages of English Language Learners.

The second, by Mitra nurul Fitri (2014) about the relationship between self-confidence level and students speaking ability at the fourth semester of English study program of IAIN Palangka Raya academic year 2013/2014. The result of this study found that positive and moderately

correlation between self confidence and student's level of speaking ability. The value of correlation coefficient was positive. The value of correlation coefficient was 0.463. It was on scale 0.400-0.700 it meant that the correlation between the students' confidence and their speaking ability was in positive and moderately correlation.

The third, by Tridinanti (2018) about The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. The result showed that indicated that speaking anxiety has no significant correlation with speaking achievement. Self-confidence has a positive correlation with speech achievement. That is, students with self-confidence have higher achievement. as a result, it is important for teachers and lecturers to accompanying students when they practice speaking English in front of class, especially to improve their self-confidence when they communicating in English.

The Fourth, by Rahman, Yap, & Darmi (2018) About The Association between Vocabulary Size and Language Dominance of Bilingual Malay-English Undergraduates. A positive statistically significant association was found between the overall language dominance score and English vocabulary size and one of flashy findings from this study is that the language dominance score accounts for thirty percent of the variability in the vocabulary size of Malay-English undergraduates.

The Last, by takumi uchiyama & jon clinton (2018) about investigating the role of Vocabulary size in second Language speaking ability by forty-six international students. The result showed that vocabulary size was significantly associated with rank students vocabulary. However, students with large vocabulary sizes did not necessarily produce lexically sophisticated L2 words during speech. A closer examination of the data give up complexities to the relationship between vocabulary knowledge and speaking.

based on the studies above, The similarity of the research is that we have the same focus, that is Quantitative method and speaking performance. While the strongest of this research from the previous study as follows. First, subject of the research are self-confidence, vocabulary size. Second, this research use three variable and focused only on measuring the correlation both of them at the fourth semester of IAIN Palangka Raya academic year 2017/2018 and the Research's object is students speaking performance.

B. Self-Confident

Self-confidence is one of the variables of an effective filter. Self-confidence is considered to be a significant factor, which profoundly influences the learners' language performance. Students usually who have lack confidence found to be extremely fearful and embarrassed, reluctant to express their opinions and unable to utter a complete meaningful sentence in class.

Self-confidence has many important roles in many aspects of our lives, yet so many people have fight to get it. woefully, this can make a fierce circle to people who lack self-confidence can find it difficult to become successful. people who have confidence can share their inspire confidence in others such their audience, their peers, their customers, and their friends. To obtain the confidence of others is one of the key ways in which a self-confident person finds success.

Ansari and Oskrochi (2004 p.644) stated that self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition, and ambitious influence of one's self. accordingly, Students with high self-confidence is more likely to achieve positive and successful outcomes. Thus, self-confidence as a belief in something will work well and succeed, students who are confident are successful in their learning because they believe in their abilities and never give up.

Self-confidence is also very important in language learning. The Researcher in language teaching tells us that foreign language learners often seem passive and silent in language classrooms because of self-confidence. Dörnyei (2005, p.211, cited in Al-Hebaish, 2012) explained that the concept of self-confidence is closely related to self-esteem, both share a common emphasis on an individual's perception of his or her abilities as a person. Self-efficacy/confidence in language learning means this conception has more to do with how learners perceive their ability as language learners and their progress in relation to the particular context in which they are learning.

1. Components of Self- Confidence in Speaking English

According to Park & Lee (2005), There are four components of self confidence that affect students' performance in speaking English; they are:

a. Language Ability Confidence

Language ability confidence relates to students' confidence of English learning ability and their present English ability.

b. Situational Confidence

Situational confidence focuses on students' self-confidence in speaking. According to James and nightingale (2005) situational confidence refers to self esteem theory.

c. Communication Confidence

Communication confidence shows students' communicating ability in English. In WTC theory, this term is well known as linguistic self-confidence that was first defined as self-rated language proficiency and the lack of anxiety (Clement, 1980).

d. Language Potential Confidence

Language potential confidence indicates the confidence in the future regarding to their English ability. Wigfield and Eccles, 2000 cited in Fallah, 2014 points out that individual's confidence can affect their choice, persistence, and also their performance.

2. Self confidence and language learning

Self-confidence is also very important in language learning. The Researcher in language teaching tells us that foreign language learners often seem passive and silent in language classrooms because of self-confidence. Dörnyei (2005, p.211) explained that the concept of self-confidence is closely related to self-esteem, both share a common emphasis on an individual's perception of his or her abilities as a person. Self-efficacy/confidence in language learning means this conception has more to do with how learners perceive their ability as language learners and their progress in relation to the particular context in which they are learning. many educational psychologists heavy accentuate on some personality traits that may influence students who learning a foreign language. From a motivational

perspective, the most important core studied by the Canadian social-psychologists Gardner and Lambert was self-confidence, which was introduced by Richard Clément and added this motivational subsystem to Gardner's motivation model. generally The concept of linguistic self-confidence is a important variant that promote one of failure or success in language learning. It is often argued that language learning entails much more than acquiring a body of knowledge and developing a set of skills, very important to consider the "self" of the learners so we can knowing their psychological state to overcome their difficulties in language learning.

Noels in Djebbari (2019, p.31), in his part, expands the applicability of the concept of self-confidence by demonstrating that it is also a crucial motivational subsystem in foreign language learning we will meet on situations where there is a little direct contact with the target language members. Thus, EFL teachers need to be aware of their learners' affective domain when dealing with an assignment.

Discussing the affective factors clearly may help us explain the fact that there is a general agreement among researchers that it represents the emotional side of human behavior, and it is a important factor to the learner's ability to outgrow setbacks or mistakes that maybe be held in the learning process. Affective factors show a significant impact on students' outcome. so that, it is important to understand students' feelings and know more about these factors.

Many studies were conducted to check out various factor that may cause affect Efl learners' performance; actually, many various psychological factors that most pervasively obstruct the learning process.

For instance, McIntyre in Gurler (2015, p.15) McIntyre (2004) suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. we known that Speaking one of skill need a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situations .Thus, self-confidence is one of the keys that opened some important communication barriers.

Nonetheless, we need to known that the lack of self-confidence may be an inhibiting factor for students. students with higher anxiety experience might get the lower scores, as result the less confident learners become. beside that, students with more confident will feel the higher scores they get. The more confident a students feels, the less anxiety he experiences in learning as well.

3. The Important of student's confidence in language learning

In language learning, especially speaking, students' confidence becomes an important factor to improve students learning. Dornyei suggested the ways to promote students' confidence were through providing experience of success, encouraging the learners and

reducing anxiety. Saetan identified self-confident learners as likely to rely on selective monitoring or none whereas others tend to rely on use of the monitor. It means students who are self-confident learners tend to choose ways to self-check their learning whereas others require someone to check their understanding of language learning. Sjoberg saw that less confident learners, or shy members may initially be gently encouraged to participate by the facilitator and introduced to a few of the other more confident members.

MonthaSongsiri (2007, p.27) said that Students' confidence in language learning, especially speaking, is one of the main factors to drive or to inspire students to reach their goals. Students' confidence in language learning making them brave enough to keep going in learning activities. If teachers are always aware and reflect on their teaching students confidence maybe will be gradually increased.

From all of the explanation it can be concluded that the students who have good self-confidence can be a success in learning process, but those who have less self-confidence tend to face their failure. self-confidence is one of the most influential variables which affect learning and can exercise a determining influence on a person's life, for good or bad.

C. Vocabulary size

vocabulary is components of language that has meaningful language in alphabetical order that used for express about our feeling, idea, describing something, and give an statement. in education vocabulary is an important thing for improving our speaking English. By learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences.

According to Webster's English dictionary (2006, p.454) Vocabulary is An alphabetical list of words with their meaning: the words of a language: an individual's command or use of particular words. Barcroft, Sunderman, & Schmitt (2011, p. 571) argues that Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English "refers to all the words in a language, the Teaching Vocabulary entire of a language size is the quantity of the words that a person knows. It shows how many English words that a person knows so The learners need to know about 3000 or so high-frequency words of the language. There is an immediate high priority and there is little sense in focusing on the other vocabulary until these are well learned.

Of all the language skills, it is widely acknowledged that vocabulary is a very important part in English language learning, and as mentioned earlier in that no one can communicate in any meaningful way without vocabulary. the importance of vocabulary in that language learners with vocabulary size can achieve a great deal of success in their classroom,

their social life, and in their continuing acquisition of the target language. This is particularly true, because however good at grammar or pronunciation, learners will not have a meaningful communication with others if they lack a certain command of vocabulary. Communication can be frequently interfered with, and moreover, it will be easily broken down when people do not use words properly or lack key words in their expressions.

Vocabulary size of students in the class getting has an effect in teaching and learning processes. A Learning process held on a great interaction and good motivation make students will get a good understanding. A large vocabulary size gives language learners the right words to use at the right time, and also enables them to express their real thoughts, ideas, and feelings. based on statement can be understood vocabulary size is also important things to make the learning process more effective in a class and plays a dominant role in understanding a language as well as in communication situations.

1. The number Vocabulary Size needed of the ELT Students

One thing that we should consideration on regarding studying the size of vocabulary students needed when they want to perform the language. Vocabulary as an importance language component supports of many skill, namely writing, reading, speaking, and listening, and for producing an effective communication both in spoken and written, somebody has to master adequate vocabulary.

To communicate in English efficiently and comprehensively, learners need to have sufficient vocabulary size. Kalajahi and Pourshahian (2012 p.141) argue that Vocabulary size refers to the number of words that a learner has in mental lexicon. Experts proposed different size; Nation (2006 states “all learners need to know about 2.000 to 3.000 word level in order to function effectively in English”. But if one wants to learn English better, 5.000 words are needed (Schmitt, 2000). The term vocabulary size has been referred to as “the number of words a learner has in his mental lexicon” (Kalajahi & Pourshahian, 2012 p.144). Experts proposed vocabulary size in mastering English differently. Schmitt (2000) indicates that words around 2,000 would be a realistic goal that language learners need for daily basic conversations but this will not cover every conversational topic. Therefore a language learner should be taught skills known as language learning strategies to expand their vocabulary.

2. Measuring Vocabulary size

Vocabulary size is the quantity of the words that a person knows. It shows of how many English words that a person knows. No one can use standard testing method for calculating vocabulary size and the absence of this goes a long way to explain the enormous variation in the vocabulary size estimates and how the

evaluate of progress among English speaking monolinguals that can be report. For second language learners, vocabulary assessment can reveal the extent of the lexical gap they face in coping with authentic reading materials and undertaking other communicative tasks in the target language.

the major reason cause how the words being counted are defined should every different form and meaning of a word be counted separately, or should base or root words be counted all together by inflections and derivations as a single lemma or word family. counting words as lemmas or word families reflects the way words are stored and processed from our brain and can therefore give more meaningful results as to the scale of learning involved in progress of a lexicon. Counting words as lemmas or word families is now a mutual in studies of second and foreign language acquisition and such techniques to give reliable and meaningful results. However, even with this approach there are more spiky questions as to whether names and proper nouns should be entered as words or not. If they are not there later on the word knowledge estimates are likely to be reduced. Estimates of vocabulary size must involve to be treated through big caution because of the methodologies involved. An uncritical acceptance of some of the larger figures raises questions about how to get such volumes of words.

3. Level of Vocabulary

Vocabulary was one of the components that students English needed as a foreign language. In learning four skills of language (listening, speaking, reading, and writing), students ought to have sizeable vocabulary because if students have low vocabulary knowledge of words or vocabulary, the learners got noting in learning the four skills of language.

If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. However Scott Thornbury (2005 p.59) stated that they were seven level of vocabulary such as :

Table 2.1
Level of Vocabulary

Level	Words
Easy starts	200 Words
Level One Beginner	300 Words
Level Two Elementary	600 Words
Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediate	2.300 Words
Level Six Advanced	3.000 Words

Norbert (2000, p.142) stated that vocabulary of 2000 words would be realistic goal as found people regularly use about this many different words in their daily conversation. Of course, this will not enable a conversation on every topic, and certainly not an in-depth

conversation on most topics. But it should still allow satisfying interaction with native speakers on topic focusing on everyday events and activities. In fact, 2000 words seemed to be the most commonly cited initial goal for learners. In addition, to allow basic conversation this number of words is seen as providing a solid basis for moving into more advanced study.

D. Speaking Performance

Speaking is a part of our daily life activity, speaking is the uniquely human act or process of sending and sharing information, ideas, and emotions using oral language. Therefore, it is important to have fluency as having the cap skill of other components of speaking actually in English. Fluency of the speaker can make the listener understand what they mean. students have to practice most of the time in speaking English in order that they will have more chance to get a good job and gaining promotion.

Richard & Renandya (2002, p.210) state that speaking is one of the central elements of communication. Whereas Chomsky in Carlson (2004 p.58) represent that performance is the specific application of this knowledge in a speech situation in language teaching and learning, speaking is considered an ability to be practiced and mastered. Based on these explanations above, speaking performance the ability to carry out a conversation in the language for sending a message to other. It can be seen

that speaking very important because language is primarily speech. It needs great effort in order to master the skill.

1. Aspect of speaking performances

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained and The researcher believes that an effort should be done to help students improve speaking performance. But in fact, students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance included:

a. Accuracy

According to Nunan (2015 p.152), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

b. Fluency

Nunan, (2015, p.120) said that Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations. Lado (1961, p.240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

Thornbury (2005,p.8) states that people can be said as fluent speakers if they fulfill the following features :

1. Pauses may be long but not frequent
2. Pauses are usually filled
3. Pauses occur at meaningful transition points
4. there are long runs of syllables and words that find between pauses.

Foster and Skehan in Nunan (2004, p. 87) argue to a design in assessing speaking in which fluency is measured by considering the complete number of seconds of silence and time spent saying 'um' and 'ah' by subjects when students complete a assignment.

c. Pronunciation

According to Thornbury (2005, p. 128) said that pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p. 30) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation to be a significant because it gives meaning for what being said. Wrong pronunciation can give misunderstanding or people involved in a conversation are offended.

d. Grammar

According to Brown (2001, p. 62) argue that Grammar is the system of rules to give a command in conventional arrangement and relationship of words in a sentence.

e. Vocabulary

Neuman & Dwyer (2009, p. 385) Said that Vocabulary can be defined as " words that we need to known to make communicate to other effectively; the meaning of words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

2. Factor Affecting Speaking Performance

There are many factors which have impact on language learning. The Researcher divided factors into internal and external factors.

a. Internal Factor

Internal factor refer to factor that come from learner self. It's including physiological aspects and learners language competence (ability).

1. Psychology

Burns and Joyce as cited in Nunan (2015 p.210), Schwartz (2005 p.146) and Thornbury (2005 p.85) that psychological factors such as anxiety or shyness, lack of

confidence, lack of motivation, and fear of factors are commonly make had a problem students from speaking. Furthermore, Brown (2002 p.220) claimed that by using cognitive or affective activity could be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity. Self-confidence reflect the degree of one's confidence and belief in our self. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students unsuccessful in oral English learning or feel less eager and confident in speaking English in front of class because they have low self-confidence

2. Language competence

Competence is the ideal language system that present by speakers to produce and understand an limitless number of sentences in language, and to differentiate between grammatical sentences and ungrammatical ones. According to Wikipedia, the term linguistic performance was used by Chomsky in 1960 to describe the “actual use of language in concrete situation”. It is used to describe both the production as well as comprehension of the language.

3. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996 as cited in Tuan & Mai, 2015). In other words, topical knowledge is the speakers' knowledge inside of relevant topical information. The information that topical knowledge provides enables students to use language with reference to the world in their live.

b. External Factor

1. Performance condition

According to Nation & Newton as cited in Tuan & Mai (2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure; planning, the standard of performance, and the amount of support (Nation & Newton, 2009 as cited in Tuan & Mai, 2015).

2. Learning environment

Minghe & Yuan (2013 p.186) stated that “another eternal factor that affects students' oral English learning is the lacking of good language learning environment. English is one of language tool that used in communications, so a good language environment can effectively make promote learning. But for

most of the Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in their everyday life in their native language and too lazy to practice their English outside the class or teaching learning process.

3. The important of speaking

Language is a tool for communication. the communication we use to express our ideas and to know others' ideas as well. Communication takes place, where there is speech. Without speech, we cannot communicate with one another. The importance of speaking skills, therefore, have a great for the learners of any language. without speech, a language just like mere script. The use of language is an activity which takes place in the restrict of our community. We use language in many different situations.

In social interaction, the ability to speak effectively supports how far our interaction going and how well relationship can be achieved. Then, in workplace or career lives communication skill is one of main key for career success. For instance, a leader need communication ability to deliver information, influence, and direct others to take the actions. Personally, we also need communication skill to show our ability and capability. Speaking skills are important thing not just in success one field , but certainly not limited to one's professional aspirations. Speaking skills can also enhance our life

depending on how we use it since it is one of demanded skill that mostly used in communication.

Form the description above, In social interaction the ability to speak effectively supports how far our interaction going and how well relationship can be achieved. HayriyeKayi (2006, p.242) states that Speaking is an essential tool for communicating, thinking, and learning. Use utterance language is a powerful learning tool, it shapes, modifies, extends, and organizes thought. It is a foundation of all language development. therefore, the foundation of all learning. The great base for the other language strands. Whereas, Brown (2000, p.30) defines that performance is the overtly observable and concrete manifestation or realization of competence. This term give us an describes that performance can be inspect by true act. Therefore, speaking is one of the central elements of communication in our activity, so that Bad or good someone's speaking can be measured by his or her real performance.

E. Correlation Study

Correlation study provide an opportunity to predict scores and explaining the relationship among variables. Creswell (2012, p.338) argues that a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two set of data to vary consistently. Anderson & keith in Creswell (2012, p.338) represent that correlation

design allow to predict an outcome, such as the prediction that ability, quality of schooling, student motivation, and academic influence students achievement.

Here There are three possible results of a correlation in this study :

1. Positive Correlation: the variables increase or decrease together at the same time. A correlation coefficient close to + 1.00 that indicates strong positive correlation.
2. Negative Correlation: indicates that as one variable increases, the other decreases. A correlation coefficient close to – 1.00 that indicates a strong negative correlation.
3. No Correlation: indicates that no relationship between the variables. A correlation coefficient indicates no correlation.

Ary, Jacob, Sorensen and Razavieh (2010, p.350) argue that the sign (+ or -) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this mean that as one variable increases, the other also increases. For example, the correlation between height and weight is positive because tall people tend to be heavier and short people lighter. A negative coefficient indicates that as one variables increases, the other decreases. The correlation between outdoor air temperature during the winter months and heating bills is negative; as temperature decreases, heating bills rise. The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from +1.00 (indicating a perfect positive relationship)

through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship).

A perfect positive relationship means that for every 2-score unit increases in one variable there is an identical 2-score unit increases in the other. A perfect negative relationship indicates that for every unit increase in one variable there is an identical unit decrease in the other. Few variables ever show perfect correlation, especially in relating human characteristics. In this study, the researcher will use an explanatory research design.

1. Explanatory Design

Creswell (2012, p. 340) Said that It's used when the researcher is interested in the extent to which correlation two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory Research is conducted in order to help us find the problem that was not studied before in-depth. The Explanatory research is not used to give some conclusive evidence but helping in understanding the problem more efficiently. When conducting the research, it will make the researcher should be able to adapt to the new data and the new insight that discovers as studies the subject.

here the characteristics explanatory correlation study which are in common :

1. The investigators correlate two or more variables.
2. The researchers collect data at one point in time.
3. The investigators analyzes all participants as a single group.
4. The researcher obtains at least two scores for each individual in the group-one for each variable.
5. The researcher reports the use of the correlation statistical test (or an extension of it) in the data analysis.
6. Finally, the researcher make interpretations or draws conclusion from the statistical test result.

Correlational research has no manipulation of the variables. It provides information about the strength of relationship between variables. It also produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables.

CHAPTER III

RESEARCH METHOD

A. Research design

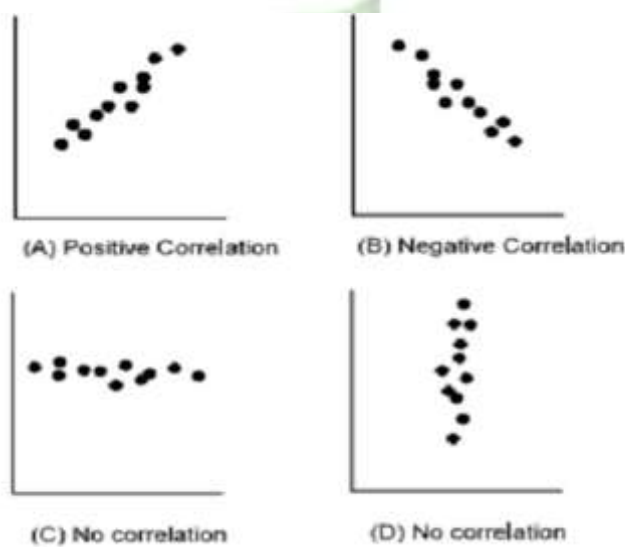
The design used in this study is the correlation of study, because the researcher wants to know about the relationship among self-confidence, vocabulary size and student's speaking performance in the fifth semester of the English study program of IAIN Palangka Raya. The researcher used a quantitative approach because the problem of the study may be answered through a quantitative approach. According to Ary, (2010, P.648) said that Quantitative research is inquiry employing operational definitions to generate numeric data answer predetermined hypotheses or questions. it is used as a quantitative approach because quantitative is the data that all numbers using statistic data.

This study is correlation research that gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated). There are two kinds of variables this research, Speaking Performance as the dependent variable (Y) while vocabulary size (X1) and self-confidence (X2) as the independent variables.

Correlation means the tier of two variables vary directly (positive correlation) or inversely (negative correlation). The degree of relationship will express as a numeric index known as the coefficient of correlation.

in correlation of study Scatter plot illustrates is used for indicates the direction of the relationship between the variables. A scatter plot with dots go from lower left to upper right indicate a positive correlation and one with dots go from upper left to lower right indicate a negative correlation.

Figure 3.1
The Scatter plots



The researcher chose this design because the correlational design is going to measure if the variables are correlated. This is related to the objective of the study that measured the correlation between self-confidence, vocabulary size, and student's speaking performance.

B. Place and Time

The study took place at IAIN Palangka Raya, which is to locate Jl. G. Obos, Islamic Center, Palangka Raya. Because of fifth semester students of English Education Study Program at IAIN Palangka Raya have already passed three Public Speaking subject. This study is conducted for two months.

C. Variable of Study

In this research there are three continuous variables, they consist of Vocabulary size, Self Confidence and speaking (X_1 =Vocabulary size, X_2 =Self Confidence and Y = Speaking Performances).

D. Population and Sample

1. population

According to Arikunto, (2002, p.28) Population is the whole of the study subject. if someone wants to study all of the elements in the study area, so studies will call the population study. The population in this research was all students of Study Program of English Language Education Iain of Palangka Raya in the academic year 2017-2018. The number of the population was 68 students. Another scientist states that if the population is less then one hundred it is better to take all of the population as a sample or it is called population research.

Table 3.1
Number of Population

Population	Class			Total students
	A	B	C	
Fifth-semester English students Iain of palangka Raya	22	26	20	68

2. Sample

Donal Ary (2010, p.649) said that a Sample is a group selected from the population for observation in a study. The sample that the researcher took is the fifth semester Iain of Palangka Raya in the academic year 2017/2018 especially in speaking for a formal setting class to be a sample. in this research because the size of the population relatively small, researchers choose a used total population sample. Total population sampling is a type of purposive sampling technique where you choose to examine the entire population that has a particular set of characteristics.

Here were the specific characteristics of the population that make the researcher interest appropriate to use it by their experience. students who were in speaking for public speaking have begun to form their character and courage in carrying out their responsibilities, moreover, they have passed speaking class also in the previous semester.

so that it made the researcher easier to understood and improved their performance in speaking English. The Researcher hopes this research is going to be finished earlier.

Table 3.2
Number of sample

Public Speaking class	Female	Male
B	18	8
C	16	4
Total	46	

E. Research Instrument

The data needed for this study would be gathered by, Test & Questionnaire.

1. Test

In this research There were two kinds of tests that had been given to students, both were vocabulary tests and speaking tests.

a. Speaking Test

The speaking test consisted of the investigation were "description, comparison, and explanation with and without planning time." The test of type was used to collect the data is in the form of an oral test. The students would be assigned to choose one of two topics that interest them. They will give 2-5 minutes to present the chosen topic.

1. Inter – Rater Students Speaking performances

The students' performances were scoring by two raters, one of English teacher and also the researcher self. The English Teacher consist of two, they are Zaitun Qamariah M.Pd as the Inter- rater for C Class and Dellis Pratika, MA as the Inter – Rater for B Class, then Researcher calculating to get the mean of the two raters' scores.

2. Qualification Final scores

According to Daryanto (2005, p.211) The final score the made rating classification which used to give students obtained. the following qualification was rating scale classification.

Table 3.3
Qualification scores for English subject

Score	Scale	Criteria
81 – 100	5	Very Good
61 – 80	4	Good
41 – 60	3	fairly Good
21 – 40	2	Poor
0 – 20	1	Very poor

b. Vocabulary Test

The vocabulary test consisted of 50 items in the form of multiple choices and the time allocation for answering the test will 50 minutes of test adapted from the "English Vocabulary Test" by fluentland.com. The vocabulary test in this research is used to measure the students' vocabulary size.

Table 3.4
Specification of vocabulary test items

Number	Indicators	Total	The number of vocabulary test
1	Verb	16	1,2,4,6,7,15,22,23,29,30,31,32,35,39,43,46
2	Noun	15	3,5,11,12,13,20,21,26,28,37,40,47,48,49, 50
3	Adjective	16	8,9,10,14,16,17,18,19,27,33,34,36,38,42, 44,45
4	Adverb	3	24,25,41

Criteria of evaluation from these tests used the win-lose system by choosing A, B, C, or D. Students given the task and finish it within 50 minutes. After finishing the task students submit to the researcher.

To calculation the students' vocabulary test score by using the formula :

$$S = \frac{n}{N} \times 100$$

Where :

S = Students Score

n = Number of a true answer

N = Number of true test items

To find out the average score of the students' vocabulary size, the writer was used the formula as below :

$$M = \frac{\sum x}{N}$$

Where :

M = Mean

X = The Sun of score

N = Number of students

2. Questionnaire

questionnaire instrument was used in this study to measure self-confidence. Zoltan Dornyei (2003, p.26) stated that a questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out students' results answers or selecting from among existing answers. In this case, the Researcher used a Likert scale Questionnaire. The researcher used Zakia Djebbaris questionnaire of self-confidence by presenting a set of statements about the topic of speaking. The questionnaire was divided into three sections namely test confidence (global), classroom performance (situational) and speaking confidence (task).

Table 3.8
The Description of Test Item of Self-Confidence

Self-confidence	
Item of the test	Description of the test items
10 items	Test confidence
10 items	Classroom performance
10 items	Speaking confidence

To score the scale, the response categories must be weight. For favorable or positively stated items, *strongly agree* is scored 5, *agree* is scored 4, *undecided* is score 3, *disagree* is scored 2, and *strongly disagree* is scored 1. For unfavorable or negatively stated items, the weighting is switch around because when they closed disagreement

their statement is psychologically equivalent to an agreement with a favorable statement. Thus, for unfavorable statements, strongly agree would receive weight or score of 1 and strongly disagree with a weight of 5. Following the scale administration, each response option is given a number for scoring purposes. For example:

<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I feel that people often consider what I say as unimportant.	5	4	3	2	1

Ary, (2010, p.209) said that The various agree-disagree responses will assign a numeric value, and the total scale score is finding by summing the numeric responses will give to each item. This total score assesses the individual's attitude toward the topic, so by the questionnaire the researcher could be measured the students' confidence and their speaking ability after that correlated the result.

The questionnaire attempts to collect information on how learners see their speaking performance and self-confidence. Then, a higher score indicated higher confidence and lower score indicated lower confidence of the students which based on the criteria of score interpretation below :

Table 3.5
interpretation Questionnaire

Score	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Moderately
61% - 80%	Strong
81% - 100%	Very strong

3. Instrument Try Out

Try out is used to measure the suitability of the test and the students' ability in the sample class of this study, try out was do for the Instrument before it will apply to the real sample in the study. the speaking test and self-confidence the questionnaire the researcher did not try out because the researcher adopted the instrument and then used it in full without any changes. In this researcher, The Researcher just tries out The Vocabulary test Instrument because it takes other people's instruments and then adjusts them to what Researcher needed.

The Researcher chooses the students in Public speaking A classes to try out the test and collected the students' answers for giving scores and analyzed the score to get the instrument's reliability and validity of the test.

Table 3.6**Specification of vocabulary tries out test items.**

Number	Indicators	Total	The number of vocabulary test
1	Verb	16	1,2,4,6,7,15,22,23,29,30,31,32,35,39,43,46
2	Noun	15	3,5,11,12,13,20,21,26,28,37,40,47,48,49,50
3	Adjective	16	8,9,10,14,16,17,18,19,27,33,34,36,38,42,44,45
4	Adverb	3	24,25,41

After giving the tryout test to the students, the Researcher analyzed the result of the tryout test. The Researcher used Manual calculated to measure the validity of the vocabulary to try out test items. The vocabulary tries out test the results of the calculation were presented in the following tables.

Table 3.7**The result of items validity of the vocabulary try out a test**

No	Criteria	Interpretation	The number of the test	Total
1.	Valid	Very High	50	30
		High	8,12,35	
		Fair	4,5,6,7,12,14,19,20,23,27,28,32,33,37,38,39,41,42,44,43,45,46	
		Poor	9,11,49,47	
2.	Invalid	Poor	3,10,13,15,16,17,18,21,24,25,26,29, 30,31,48	20
		Very poor	1,2,22,36,40,34	

Based on the table above, it can be concluded that the result of the second vocabulary try out was 30 items were valid and 20 items were invalid.

4. Instrument Validity

A validity instrument it means the instrument that use to get the data (measure) is valid. Sugiyono (2004, p.267) said that Valid means the instrument can be used to measure what are we want to measure. Validity is the important thing thought to develop and evaluate measuring instruments. Spooky stated that validity is the central problem in foreign language testing. Validity is concerned with whether a test measures what it is intended to measure. A test of speaking ability in a classroom setting is usually an achievement test. In this study, the validity is classifying into face, content and construct. Heaton (1974, p.10) argues that a good test should possess" validity: that is it should measure what it is intended to measure and nothing else. Validity was crucial to fair and meaningful vocabulary and speaking assessments. In constructing the instrument, the Researcher considered the validity of the test. To make the instrument became valid, the researcher asked the real teacher or lecture to analyze it. The researcher will analyze the result based on the suggestion of the real teacher or lecturer.

a. Face Validity

Face validity takes to ensure that the questionnaire is valid. Face validity is a term sometimes is using in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposing to

measure. The face validity of the test items is that this questionnaire and multiple-choice will use to measure the student's" self-confidence and vocabulary size on speaking performance. For face validity of the test items were as follows:

1. The test used an oral test form in speaking test instruction and multiple-choice test form in vocabulary size.
2. The evaluation of vocabulary and speaking tests based on the scoring system.
3. The language of items used English.
4. The test was suitable for the fifth semester of the English study program at IAIN Palangka Raya.

b. Construct validity

Construct validity is a type of validity that assumes the existence of certain learning theories or constructs underlying the acquisition of performance and ability. The item questionnaire is constructed based on students' perceptions about self-confidence in learning strategy, The instrument measures certain specific questionnaire. It means how the instrument ability can cover the indicator of a student's speaking performance in learning. To measured the validity of the questionnaire, the Researcher used the formulations of Product Moment by Pearson as follow :

$$r_{xy} = \frac{(N \sum xy) - (\sum x)(\sum Y)}{\sqrt{[(N \sum X^2) - (\sum X)^2][(N \sum Y^2) - (\sum Y)^2]}}$$

Where :

r_{xy} : Table coefficient of correlation

\sum : Total value of score X

\sum : Total value of score Y

\sum : Multiplication Result between Score X and Y

N : Number of students of the study

After that, the data would be calculated by using Test-observed calculation with the formulation below :

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where :

t = the value of $t_{observed}$

r = The coefficient of correlation of the result of $r_{observed}$

n = Number of the students

The distribution of t_{table} for $\alpha = 0,05$ and the degree of freedom (n-2) with the measurements of validity using these criteria below. :

Interpretation :

$r_{\text{observed}} \geq r_{\text{table}} = \text{Valid}$

$r_{\text{observed}} < r_{\text{table}} = \text{Invalid}$

The criteria of interpretation the validity :

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

0.200 – 0.399 = Poor Validity

0.00 – 0.199 = Very Poor Validity (invalid)

And also the Researcher measured the students' confidence and using SPSS 17.0 Program.

c. Content Validity

This kind of validity depends on a careful analysis of the language that will be tested and of the particular course objective. In this study, the instrument for collecting the data must be valid.

In this study, the researcher measured the students' self-confidence perception. The researcher used the questionnaire in the form of some questions about the student's self-confidence, In this study, the Researcher measured The student's confidence score by used questionnaires in the form of some questions about the students' confidence, the questions were about 30 questions. (See appendix).

Table 3.8
The Description of Test Item of Self-Confidence

Self-confidence	
Item of the test	Description of the test items
10 items	Test confidence
10 items	Classroom performance
10 items	Speaking confidence

5. Instrument Reliability

The good instrument in a study is not only the instrument valid but also reliable to measure what suppose to be measured. Ary (2010, p.237) argues that Reliability is concerned with the effect of the error on the consistency of scores. Reliability is consistent in measuring whatever it is measuring.

a. Reliability of the Speaking test

The Researcher used an inter-rater procedure is needed the reliability of the speaking test they are The English teacher IAIN of Palangka Raya Zaitun Qamariah M.Pd as the Inter- rater for C Class and Dellis Pratika, MA as the Inter – Rater for B Class, then Researcher calculating to get the mean of the two raters' scores. To measure the reliability, the Pearson Product Moment calculation is used to know whether the test is reliable or not. The result of the reliability calculation of the speaking based on the qualification of reliability as follows:

0.800 – 1.000 : Very High Reliability

0.600 – 0.799 : High Reliability

0.400 – 0.599 : Fair Reliability

0.200 – 0.399 : Poor Reliability

0.00 – 0.199 : Very Poor Reliability

b. Reliability of the Vocabulary test

The Researcher used a test-retest procedure to analyze the reliability of the vocabulary test. To measure the reliability, the Pearson Product Moment calculation is used to know whether the test is reliable or not. The result of the reliability calculation of the vocabulary try out test based on the data obtained was 0.923 at high criteria level of reliability.

c. Reliability of students self- confidence questionnaire

The Researcher used Inter - Rater to analyze the reliability of speaking test. To measure the reliability of students' questionnaire used SPSS 17.0 Program. From the measurement of instrument reliability, it is known that the whole numbers of test items are reliable and could be used as the instrument of the study.

F. Data Collection Procedure

Collecting data is the key concept in gathering information in conducting the research. To collect the data in this study, I used several procedures in collecting the data.

1. Speaking test

The Researcher was doing some ways in the data collection procedures, they are as follows:

- 1) Determine the place and the population of the study.
- 2) Ask permission to carry out the study.
- 3) Created research instrument (speaking test)
- 4) giving the test
- 5) Giving score to the students by using the following qualification based on KKM For English subject at Iain of Palanga Raya.
- 6) Analyzing the data by using SPSS Program and Pearson Product Moment
- 7) interpreting the result of analyzing data
- 8) concluding the data

2. Vocabulary Test

The Researcher was doing some ways in the data collection procedures, they are as follows :

- 1) Determine the place and the population of the study.
- 2) Ask permission to carry out the study.
- 3) Created research instrument (Multiple Choice test)

- 4) try out the Instrument
- 5) The Researcher gives 50 items of multiple choice test, students were given 50 minutes.
- 6) Giving a score to the students.
- 7) analyzed the data obtain into the calculation, with manual and using SPSS 17.0
- 8) Interpreting the result.
- 9) concluding the data.

3. Self Confidence Questionnaire

The Researcher was doing some ways in the data collection procedures, they are as follows :

1. Determine the place and the population of the study.
2. Ask permission to carry out the study.
3. Created research instrument (Questionnaire)
4. The questionnaire will be administered to the participants involved in the study.
5. The score obtains from this instrument by using a scale Likert scale.
6. Testing normality, homogeneity, and linearity.
7. Calculating the data by using *the correlation "r" product moment* to test the hypotheses of the study.
8. In addition, the writer uses SPSS 16.0 1program to compare the data.

9. Interpreting result.

10. Concluding the data.

G. Data Analysis procedure

The way used to need for analyzing data is the correlational technique. A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. To complete the data analysis, there will be some tests that were done before testing the hypotheses: normality, homogeneity and linearity test.

a. Normality Test

The normality test was used in this research to know the normality of the data that is going to analyze whether both groups have a normal distribution or not. In this study to test, normality will applying SPSS 16 program using Kolmogorov Smirnov with the level of significance $\alpha=5\%$. The calculation result of asymptotic significance is higher than $\alpha(5\%)$ so the distribution data was normal. On the contrary, if the result of asymptotic significance is lower than $\alpha (5\%)$, it meant the data is not a normal distribution.

b. Homogeneity Test

Homogeneity used to know whether the sample, that is decided, comes from a population that has relatively the same variant or not. To calculate homogeneity testing was applied SPSS 17.0 program using

Levene's testing with a level of significance α (5%). If the calculation result is higher than 5% degree of significance so H_a was accepted, it means both groups have the same variant and homogeneous.

c. Linearity Test

Linearity used to know whether the variables are correlated linearly or not. The linearity test is usually used for correlational analysis. It is tested by using SPSS 17.0 program (test for linearity) with the level of significance is 0,05. The variables are correlated linearly if the calculation result of probability is $< 0,05$.

d. Testing Hypotheses

In the correlation technique, the variables compared to know whether the correlation very significant or it only happening by chance. In this study, and speaking performance. The Researcher examined the opinion by computing the data by applying the formula of Karl Pearson to find out the correlation score of student's self-confidence, vocabulary size.

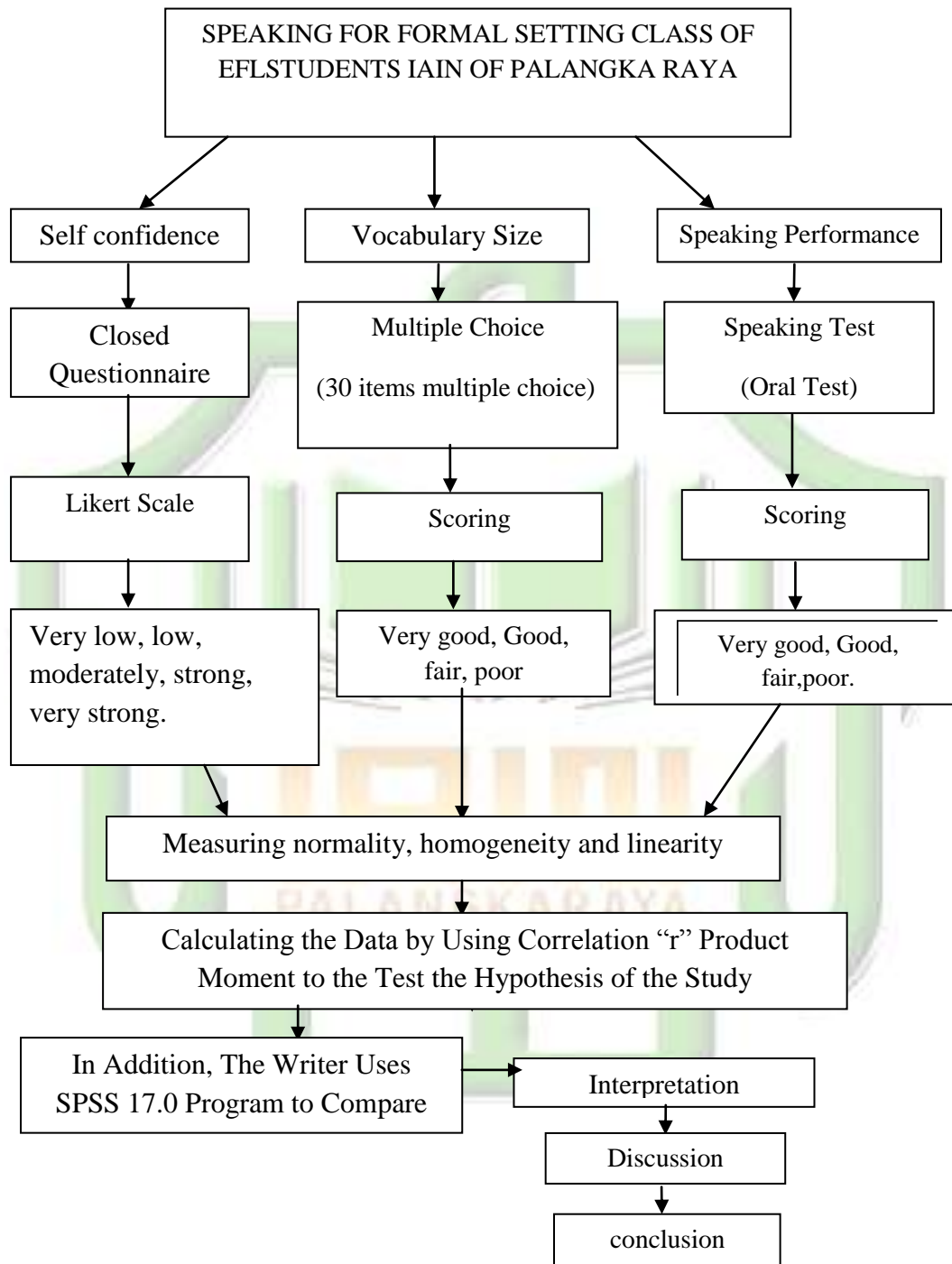
$$R_{y.x_1x_2} = \sqrt{\frac{r^2_{yx_1} + r^2_{yx_2} - 2r_{yx_1}r_{yx_2}r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

Notes :

r_{yx1} = Correlation coefficient between variable x_1 with variable y

r_{yx2} = Correlation coefficient between x_2 variables with y variable

Figure 3.1
Steps of collecting data, data analysis procedures, and testing hypothesis



CHAPTER IV

RESULT OF THE STUDY

In this chapter, the Researcher presented the data which had been collected from the research in the field of study. The data were the result of students' speaking score, the result of students' Vocabulary score, result of students' confidence, comparison between speaking scores, Vocabulary scores and self-confidence scores, the result of normality and homogeneity, testing of normality, testing of homogeneity, linear regression, testing hypothesis using manual calculation, testing hypothesis using SPSS program, interpretation of the result, and discussion.

A. Data Presentation

1. Distribution of Speaking test scores

In this study, the Researcher conducted two speaking test in speaking class. The first test was held on Wednesday, October 21, 2019; at 3.00 p.m. up to 4.30 a.m. in class B consisted of 26 students. The second test was held on Monday, October 23, 2019; at 7.00 a.m. up to 9.00 a.m. in class C consisted of 20 students

The speaking test consisted of the instruction and statement the subjects addressed in their speaking and the alternative topics to be chosen. In this sense, the students were assigned to choose one of interesting topic. The first topic was entitled Entertain (cinema), and

the second is hometown or village. They were asked to develop the topic in form of spoken (monologue) in 3-5 minutes long.

The students' speaking scores of the sample class of the study were presented in the following table.

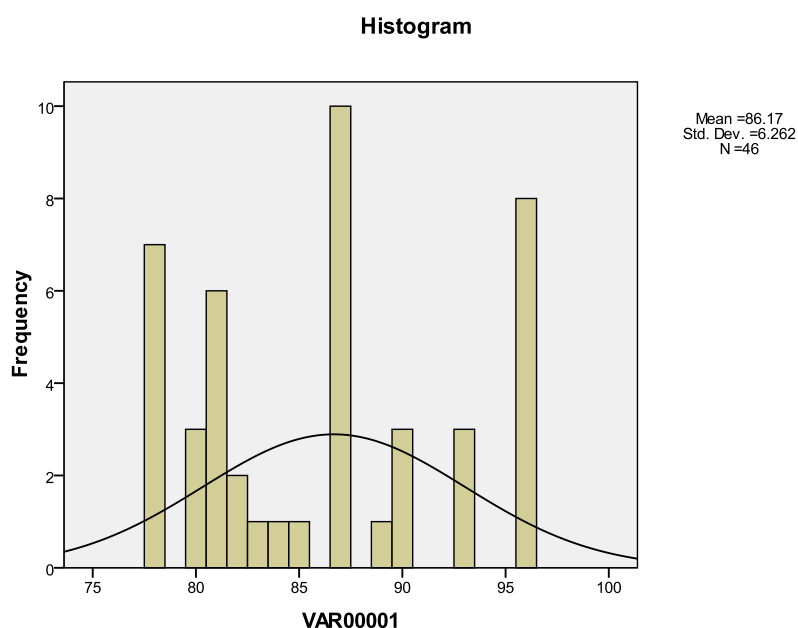
Table 4.1
The Description of Speaking test scores
by the students of the sample class

No	Initial	Score 1	Score 2	Score accepted	Grade
1.	SA	78	84	81	Very good
2.	NH	93	81	87	Very good
3.	II	100	93	96	Very good
4.	AR	93	81	87	Very good
5.	RAY	93	87	90	Very good
6.	MRF	93	81	87	Very good
7.	RS	90	90	90	Very good
8.	AKW	78	84	81	Very good
9.	HT	93	81	87	Very good
10.	MAS	78	84	81	Very good
11.	SS	91	87	89	Very good
12.	YI	75	81	78	Good
13.	ARP	89	85	87	Very good
14.	PNAR	75	93	84	Very good
15.	MA	100	93	96	Very good
16.	SK	93	81	87	Very good
17.	YHW	80	80	80	Good
18.	MFR	80	82	81	Very good
19.	MZH	81	93	87	Very good
20.	RS	90	90	90	Very good
21.	DR	100	93	96	Very good
22.	FH	87	87	87	Very good

23.	RC	75	81	78	Good
24.	NFV	100	93	96	Very good
25.	DJN	80	80	80	Good
26.	MLH	81	81	81	Very good
27.	NLW	93	93	93	Very good
28.	SR	75	81	78	Good
29.	SK	84	86	85	Very good
30.	NM	75	81	78	Good
31.	SM	93	100	96	Very good
32.	AM	87	87	87	Very good
33.	AR	96	90	93	Very good
34.	AF	80	80	80	Very good
35.	RA	84	80	82	Very good
36.	NL	75	81	78	Good
37.	WD	89	85	87	Very good
38.	SMH	81	81	81	Very good
39.	NHA	75	81	78	Good
40.	EM	93	93	93	Very good
41.	ASA	100	93	96	Very good
42.	ML	81	83	82	Good
43.	BFP	80	86	83	Good
44.	RSF	100	93	96	Very good
45.	SLW	75	81	78	Good
46.	WFD	100	93	96	Very good
Highest score			96		
Lowest score			78		
Mean			86.17		
Standard deviation			6.262		

To know the level of proficiency the Researcher calculated the frequency distribution as follow :

Figure 4.1
The Frequency distribution of speaking test



According to Daryanto (2005, p.211) The final score the made rating classification which used to give students obtained. The following was rating scale classification.

Table 4.2
Qualification scores for English subject

Score	Scale	Criteria
81 – 100	5	Very Good
61 – 80	4	Good
41 – 60	3	fairly Good
21 – 40	2	Poor
0 – 20	1	Very poor

It can be seen from figure, three were 35 students got score 81 – 100 it indicated as very good, three were 11 students got score 77 – 80 it indicated as good.

2. Distribution of Vocabulary test scores

The vocabulary test had been conducted on Wednesday, October, 30 2019 at 3.00 p.m. up to 4.30 a.m. in class B with the number of students was 26 students, and The second test was held on Monday , October 28, 2019; at 7.00 a.m. up to 9.00 a.m. in class C consisted of 20 students. The vocabulary test consisted of 30 items in form of multiple choices questions with the time allocation 30 minutes for answering the test.

The students' vocabulary scores of the sample class of the study were presented in the following table.

Table 4.3
The description of vocabulary test scores of the data achieved by the students of the sample class

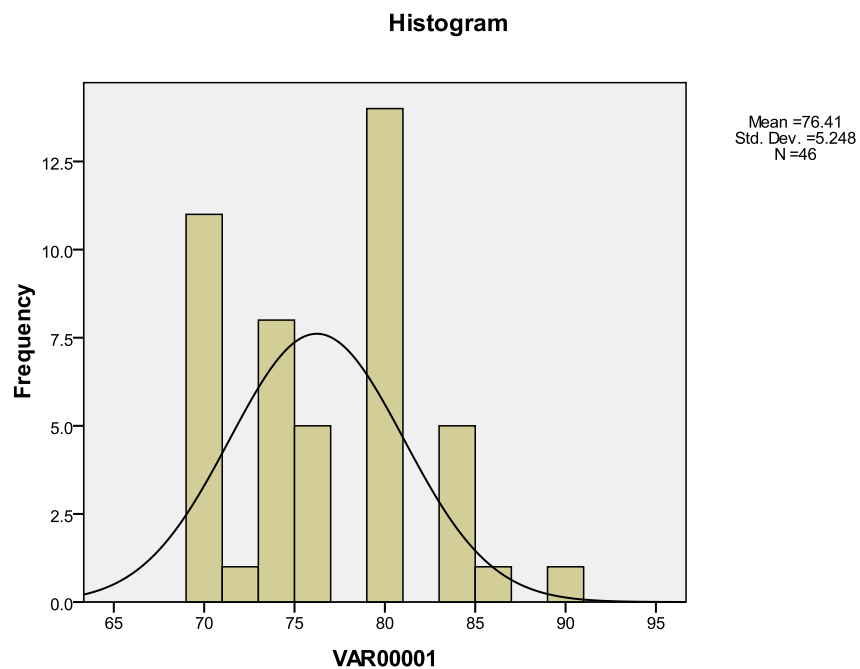
No	Initial	Score	Grade
1.	SA	73	Good
2.	NH	73	Good
3.	II	80	Very good
4.	AR	75	Good
5.	RAY	80	Very good
6.	MRF	80	Very good
7.	RS	80	Very good
8.	AKW	74	Good
9.	HT	80	Very good
10.	MAS	70	Good

11.	SS	80	Very good
12.	YI	70	Good
13.	ARP	70	Good
14.	PNAR	70	Good
15.	MA	75	Good
16.	SK	80	Very good
17.	YHW	73	Good
18.	MFR	72	Good
19.	MZH	70	Good
20.	RS	76	Good
21.	DR	83	Very good
22.	FH	76	Good
23.	RC	70	Good
24.	NFV	86	Very good
25.	DJN	70	Good
26.	MLH	83	Very good
27.	NLW	80	Very good
28.	SR	70	Good
29.	SK	73	Good
30.	NM	80	Very good
31.	SM	75	Good
32.	AM	80	Very good
33.	AR	83	Very good
34.	AF	73	Good
35.	RA	83	Very good
36.	NL	73	Good
37.	WD	83	Very good
38.	SMH	70	Good
39.	NHA	70	Good
40.	EM	90	Very good
41.	ASA	80	Very good

42.	ML	70	Good
43.	BFP	80	Very good
44.	RSF	80	Very good
45.	SLW	73	Good
46.	WFD	80	Very good
Highest Score			90
Lowest Score			70
Mean			76.41
Standard Deviation			5.248

To know the level of proficiency the Researcher calculated the frequency distribution as follow :

Figure 4.2
The Frequency distribution of Vocabulary test



According to Daryanto (2005, p.211) The final score the made rating classification which used to give students obtained. The following was rating scale classification.

Table 4.4
Qualification scores for English subject

Score	Scale	Criteria
81 – 100	5	Very Good
61 – 80	4	Good
41 – 60	3	fairly Good
21 – 40	2	Poor
0 – 20	1	Very poor

It can be seen from figure, three were 21 students got score 81 – 100 it indicated as very good, three were 25 students got score 77 – 80 it indicated as good.

3. Distribution of Self Confidence Questionnaire

The next step the Researcher did test for self-confidence, there are two times for confidence test. The first test had been conducted on Wednesday, October, 30 2019 at 3.00 p.m. up to 4.30 a.m. in class B with the number of students was 26 students, and The second test was held on Monday, October 28, 2019; at 7.00 a.m. up to 9.00 a.m. in class C consisted of 20 students. To know the interpreted of confidence each student the writer calculated the percentage of each students, it can be seen as follows :

Table 4.5
The Description of Self Confidence test score
by the students of the sample class

No	Initial Name	Score (%)	Interpretation
1	SA	72	Strong
2	NH	76	Strong
3	II	83	Very strong
4	AR	82	Very strong
5	RAY	80	Very strong
6	MRF	82	Very strong
7	RS	80	Very strong
8	AKW	83	Very strong
9	HT	76	Strong
10	MAS	82	Very strong
11	SS	85	Very strong
12	YI	70	Strong
13	ARP	85	Very strong
14	PNAR	75	Strong
15	MA	85	Very strong
16	SK	72	Strong
17	YHW	76	Strong
18	MFR	80	Very strong
19	MZH	80	Very strong
20	RSY	83	Very strong
21	DR	80	Very strong
22	FH	85	Very strong
23	RC	70	Very strong
24	NFV	82	Very strong
25	DJN	75	Strong
26	MLH	75	Strong

27	NLW	85	Very strong
28	SR	82	Very strong
29	SK	80	Very strong
30	NM	75	Strong
31	SM	85	Very strong
32	AM	80	Very strong
33	AR	75	Strong
34	AF	79	Strong
35	RA	82	Very strong
36	NL	75	Strong
37	WD	80	Very strong
38	SMH	77	Strong
39	NHA	77	Strong
40	EM	83	Very strong
41	ASA	80	Very strong
42	ML	75	Strong
43	BFP	75	Strong
44	RSF	85	Very strong
45	SLW	85	Very strong
46	WFD	83	Very strong
Highest Score		85	
Lowest Score		70	
Mean		79.39	
Standard Deviation		4.338	

The interpretation score was rated as follow :

0% - 20% = very low

21% - 40% = low

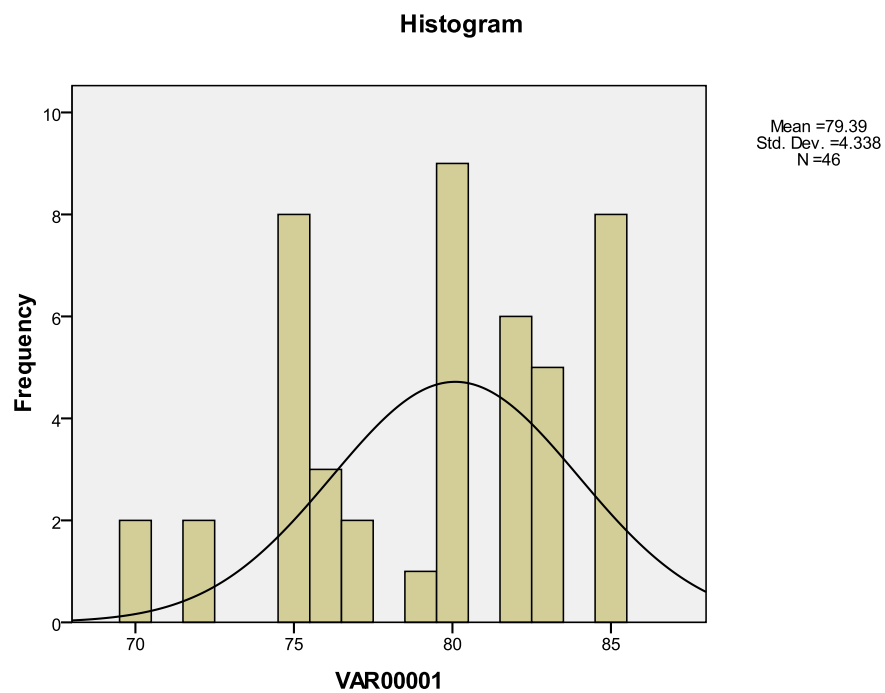
41% - 60% = moderately

61% - 80% = strong

81% - 100% = very strong

Figure 4.3

The Frequency distribution of Self confidence test



It can be seen from the figure above, the students score of self-confidence, there were 29 students that indicated as very strong confidence, there were 17 students that indicated as strong confidence.

B. Comparison Among Vocabulary size, Self Confidence and Speaking performances

Having described from the specification table in previous page it can be known the comparison between speaking score and self-confidence score. Based on the test have been constructed, the comparison between speaking scores and self-confidence scores following ways:

Table 4.6
The Description comparison among vocabulary size, Self Confidence and speaking performances by the students of the sample class

No	Initial	vocabulary size X1	self confidence X2	Speaking performance Y
1	SA	73	72	81
2	NH	73	76	87
3	II	80	83	96
4	AR	75	82	87
5	RAY	80	80	90
6	MRF	80	82	87
7	RS	80	80	90
8	AKW	74	83	81
9	HT	80	76	87
10	MAS	70	82	81
11	SS	80	85	89
12	YI	70	70	78
13	ARP	70	85	87
14	PNAR	70	75	84
15	MA	75	85	96
16	SK	80	72	87
17	YHW	73	76	80
18	MFR	72	80	81
19	MZH	70	80	87
20	RS	76	83	90
21	DR	83	80	96
22	FH	76	85	87

23	RC	70	70	78
24	NFV	86	82	96
25	DJN	70	75	80
26	MLH	83	75	81
27	NLW	80	85	93
28	SR	70	82	78
29	SK	73	80	85
30	NM	80	75	78
31	SM	75	85	96
32	AM	80	80	87
33	AR	83	75	93
34	AF	73	79	80
35	RA	83	82	82
36	NL	73	75	78
37	WD	83	80	87
38	SMH	70	77	81
39	NHA	70	77	78
40	EM	90	83	93
41	ASA	80	80	96
42	ML	70	75	82
43	BFP	80	75	83
44	RSF	80	85	96
45	SLW	73	85	78
46	WFD	80	83	96

C. Result of Data Analysis

1. Testing of Normality

First step was testing the normality. It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. the writer also applied SPSS Statistic 17.0 program to analyzed.

Table 4.7 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test				
		vocabulary size	self confidence	speaking performance
N		46	46	46
Normal Parameters ^{a, b}	Mean	76.41	79.39	86.17
	Std. Deviation	5.248	4.338	6.262
Most Extreme Differences	Absolute	.209	.164	.143
	Positive	.155	.109	.143
	Negative	-.209	-.164	-.116
Kolmogorov-Smirnov Z		1.420	1.116	.973
Asymp. Sig. (2-tailed)		.035	.166	.300

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it could be seen that the P value (Sig.) of the test scores of Vocabulary size is Smaller 0,035, Self-confidence is 0.166, and Speaking performance is 0,300. which are higher than the level of significance (0,05). thus, it could be concluded that it indicates the data was in normally distributed.

2. Testing of Homogeneity

The next step was testing the homogeneity. It was used to know whether the sample class, that is decided, came from population that had relatively same variant or not.

Table 4.8 The Result of Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
vocabulary size	.718	1	44	.401
self confidence	2.159	1	44	.149
speaking performance	3.705	1	44	.061

Based on the result of homogeneity test, it could be seen that the P value (Sig.) of the test scores of Vocabulary size is 0,401, Self Confidence 0,149, and speaking performance is 0,061. Since the significant value was higher than significant level $\alpha = 0.05$, it could be concluded that the data were homogeneous. It meant that both of classes were in same variants.

3. Testing of Linearity

the last step was Researcher used testing linearity to know whether the variables were correlated linearly or not.

Table 4.9
The Result of Linearity Test for students vocabulary size and speaking performance.

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
speaking performance * vocabulary size	Between	(Combined)	960.484	9	106.720	4.778	.000
	Groups	Linearity	627.354	1	627.354	28.086	.000
		Deviation from Linearity	333.130	8	41.641	1.864	.097
	Within Groups		804.125	36	22.337		
	Total		1764.609	45			

Table 4.10
The Result of Linearity Test for students Self Confidence and speaking performance.

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
speaking performance	Between	(Combined)	718.878	9	79.875	2.750	.015
* self confidence	Groups	Linearity	484.929	1	484.929	16.694	.000
		Deviation from Linearity	233.949	8	29.244	1.007	.448
	Within Groups		1045.731	36	29.048		
	Total		1764.609	45			

From two table above (table 4.9 and 4.10) the F_{value} was of the linearity for students' Vocabulary size is 1.864 and students' self-confidence is 1.007 Since the significant value (0.000) was lower than significant level $\alpha = 0.05$, it could be concluded that the variables were correlated linearly.

4. Testing Hypothesis

To respond the hypothesis H_a there is correlation among self confidence, vocabulary size on students's speaking performance of EFL students at IAIN Palangka raya accepted when $t_{\text{observed}} > t_{\text{table}}$, and H_o there is no correlation among self confidence, vocabulary size on students's speaking performance of EFL students at IAIN Palangka raya was rejected when $t_{\text{observed}} < t_{\text{table}}$. The Researcher used Pearson product moment Correlation calculation with the significant

level of the refusal of null hypothesis $\alpha = 0.05$. The writer calculated by using manual calculation and also SPSS 17.0 Program to test the hypothesis using Pearson Product Moment Correlation.

$$R_{y.x_1x_2} = \sqrt{\frac{r^2_{yx_1} + r^2_{yx_2} - 2r_{yx_1}r_{yx_2}r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

Notes :

r_{yx_1} = Correlation coefficient between variable x_1 with variable y

r_{yx_2} = Correlation coefficient between x_2 variables with y variables

Table 4.11
Testing Hypothesis

No	X1	X2	Y	Σx^2_1	Σx^2_2	Σy^2	Σx_1y	Σx_2y	$x_1.x_2$
1	73	72	81	5329	5184	6561	5913	5832	5256
2	73	76	87	5329	5776	7569	6351	6612	5548
3	80	83	96	6400	6889	9216	7680	7968	6640
4	75	82	87	5625	6724	7569	6525	7134	6150
5	80	80	90	6400	6400	8100	7200	7200	6400
6	80	82	87	6400	6724	7569	6960	7134	6560
7	80	80	90	6400	6400	8100	7200	7200	6400
8	74	83	81	5476	6889	6561	5994	6723	6142
9	80	76	87	6400	5776	7569	6960	6612	6080
10	70	82	81	4900	6724	6561	5670	6642	5740
11	80	85	89	6400	7225	7921	7120	7565	6800
12	70	70	78	4900	4900	6084	5460	5460	4900
13	70	85	87	4900	7225	7569	6090	7395	5950
14	70	75	84	4900	5625	7056	5880	6300	5250
15	75	85	96	5625	7225	9216	7200	8160	6375
16	80	72	87	6400	5184	7569	6960	6264	5760
17	73	76	80	5329	5776	6400	5840	6080	5548
18	72	80	81	5184	6400	6561	5832	6480	5760
19	70	80	87	4900	6400	7569	6090	6960	5600
20	76	83	90	5776	6889	8100	6840	7470	6308

21	83	80	96	6889	6400	9216	7968	7680	6640
22	76	85	87	5776	7225	7569	6612	7395	6460
23	70	70	78	4900	4900	6084	5460	5460	4900
24	86	82	96	7396	6724	9216	8256	7872	7052
25	70	75	80	4900	5625	6400	5600	6000	5250
26	83	75	81	6889	5625	6561	6723	6075	6225
27	80	85	93	6400	7225	8649	7440	7905	6800
28	70	82	78	4900	6724	6084	5460	6396	5740
29	73	80	85	5329	6400	7225	6205	6800	5840
30	80	75	78	6400	5625	6084	6240	5850	6000
31	75	85	96	5625	7225	9216	7200	8160	6375
32	80	80	87	6400	6400	7569	6960	6960	6400
33	83	75	93	6889	5625	8649	7719	6975	6225
34	73	79	80	5329	6241	6400	5840	6320	5767
35	83	82	82	6889	6724	6724	6806	6724	6806
36	73	75	78	5329	5625	6084	5694	5850	5475
37	83	80	87	6889	6400	7569	7221	6960	6640
38	70	77	81	4900	5929	6561	5670	6237	5390
39	70	77	78	4900	5929	6084	5460	6006	5390
40	90	83	93	8100	6889	8649	8370	7719	7470
41	80	80	96	6400	6400	9216	7680	7680	6400
42	70	75	82	4900	5625	6724	5740	6150	5250
43	80	75	83	6400	5625	6889	6640	6225	6000
44	80	85	96	6400	7225	9216	7680	8160	6800
45	73	85	78	5329	7225	6084	5694	6630	6205
46	80	83	96	6400	6889	9216	7680	7968	6640
Total	3515	3652	3964	269831	290784	343358	303783	315348	279307

a. Testing hypothesis using Manual Calculation

1) Correlation of Students' Vocabulary Size on Speaking Performance.

Based on the product moment will be found the product of r_{xy} as follow :

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{\sum X^2 - (\sum X)^2\} - \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{46 \times 303783 - (3515 \times 3964)}{\sqrt{[46 \times 269831 - (3515)^2] [46 \times 343358 - (3964)^2]}}$$

$$rx1y = \frac{13974028 - 13933460}{\sqrt{[12412226 - 12355225] [15794468 - 15713296]}}$$

$$rx1y = \frac{40558}{\sqrt{57001 \times 81172}}$$

$$rx1y = \frac{40558}{\sqrt{4626885172}}$$

$$rx1y = \frac{40558}{68021}$$

$$rx1y = 0.596$$

2) Correlation of Students' Self Confidence on Speaking Performance

$$rx2y = \frac{N (\Sigma X^2 y) - (\Sigma X^2 \cdot \Sigma Y)}{\sqrt{\{ \Sigma X^2 - (\Sigma X)^2 \} - \{ N \cdot \Sigma Y^2 - (\Sigma Y)^2 \}}}$$

$$rx2y = \frac{(46 \times 315348) - (3652 \times 3964)}{\sqrt{[46 \times 290784 - (3652)^2] [46 \times 343358 - (3964)^2]}}$$

$$rx2y = \frac{14506008 - 14476528}{\sqrt{[13376064 - 13337104] [15794468 - 15713296]}}$$

$$rx2y = \frac{29480}{\sqrt{38960 \times 81172}}$$

$$rx2y = \frac{29480}{\sqrt{3162461120}}$$

$$r_{x_2y} = \frac{29840}{56235}$$

$$r_{x_2y} = 0,524$$

3) Correlation of Students' Self Confidence and Vocabulary size

$$r_{x_1x_2} = \frac{n(\sum x_1x_2) - (\sum x_1)(\sum x_2)}{\sqrt{[n\sum x_1^2 - (\sum x_1)^2][n\sum x_2^2 - (\sum x_2)^2]}}$$

$$r_{x_1x_2} = \frac{46 \times 279307 - (3515 \times 3652)}{\sqrt{[46 \times 269831 - (3515)^2][46 \times 290784 - (3652)^2]}}$$

$$r_{x_1x_2} = \frac{12848112 - 12836780}{\sqrt{[12412226 - 12355225][13376064 - 13337104]}}$$

$$r_{x_1x_2} = \frac{11332}{\sqrt{56891 \times 38960}}$$

$$r_{x_1x_2} = \frac{11332}{47079}$$

$$r_{x_1x_2} = 0.241$$

4) Correlation of Students' Self Confidence, Vocabulary size on students speaking performance

$$r_{y x_1x_2} = \sqrt{\frac{r^2_{yx_1} + r^2_{yx_2} - 2r_{yx_1} \cdot r_{yx_2} \cdot r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

$$r_{y \cdot x_1 \cdot x_2} = \sqrt{\frac{0.596^2 + 0.524^2 - 2 \times 0.596 \cdot 0.524 \cdot 0.241}{1 - 0.241^2}}$$

$$r_{y \cdot x_1 \cdot x_2} = \sqrt{\frac{0.629792 - 0.150530528}{0.941919}}$$

$$r_{y \cdot x_1 \cdot x_2} = \sqrt{0.5088}$$

$$r_{y \cdot x_1 \cdot x_2} = \mathbf{0.714}$$

Based on the calculation above it was found that :

$r_{y \cdot x_1} = 0.596$ (Correlation between X_1 and Y)

$r_{y \cdot x_2} = 0.524$ (Correlation between X_2 and Y)

$r_{x_1 x_2} = 0.241$ (Correlation between X_1 and X_2)

$r_{y \cdot x_1 \cdot x_2} = \mathbf{0.714}$ (correlation among x_1 , x_2 and Y)

The hypothesis stating that H_a was accepted and hypothesis stating that H_o was ignored. Where Among vocabulary size, self-confidence and students' speaking Performance there was **0.714** with High correlation. It meant that there was High correlation between the self-confidence and students' speaking ability. the result was looked at from interpretation orientation as follow :

Table 4.12
Interpretation Orientation

Score of “r” Product Moment	Interpretation
0.00 – 0.200	Very low Correlation
0.200 – 0.400	Low Correlation
0.400 – 0.700	Moderately Correlation
0.700 – 0.900	High Correlation
0.900 – 1000	Very High Correlation

Based on the interpretation that Anas sugiono (1978, p.393) explained if the value of r_{xy} was on 0.700 – 0.900, it indicated Among variable X_1 , X_2 and variable Y there was High correlation. The result of the calculation that was counted by the product moment above showed that the result was 0.714, so that H_a accepted and H_o was ignored.

Figure 4.4

Scatter Plot The correlation Between vocabulary and speaking performance

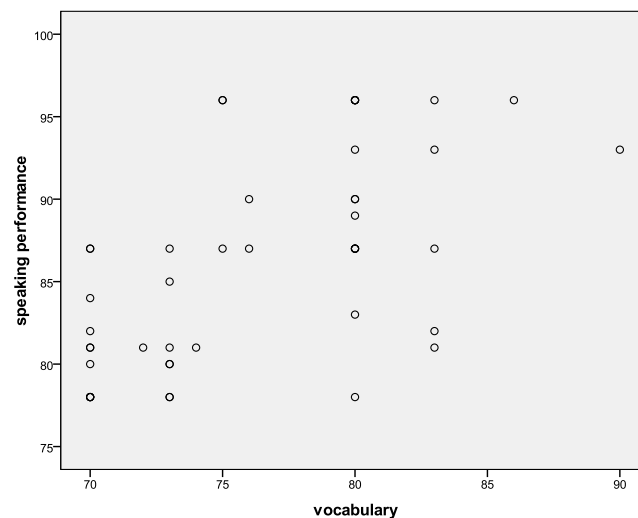
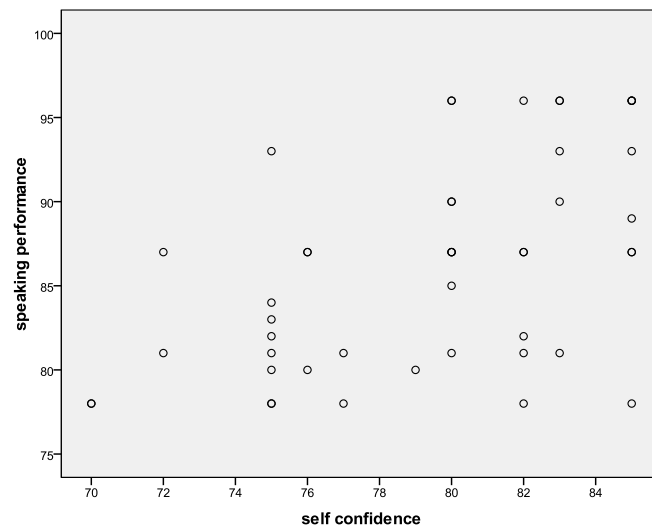


Figure 4.5
Scatter Plot The correlation Between Self Confidence and
speaking performance



And to know the contribution of the variable X1, X2 and variable Y was used the formula as below :

$$KP = r^2 \times 100\%$$

where :

KP = Determinant coefficient score

r = correlation coefficient score

1. Contribution Variable X₁ (Vocabulary Size) and Variable Y (Speaking Performance)

$$KP = 0.596^2 \times 100\%$$

$$KP = 35.52 \%$$

2. Contribution Variable X₂ (Self Confidence) and Variable Y (Speaking Performance)

$$KP = 0.524^2 \times 100\%$$

$$KP = 27.46 \%$$

The result of the Variable X₁ (vocabulary size) gives the contribution 35.52% and X₂ (Self confidence) gives the contribution 27.46% to the student's speaking performance at EFL students at iain palangka raya academic year 2017/2018 and 38.3 % was influenced by other aspect.

b. Testing Hypothesis using SPSS program

The Researcher also applied SPSS 17.0 program to calculate the Pearson Product Moment Correlation in testing hypothesis of the study which the result also supported the result of manual calculation. The result of the test using SPSS 17.0 program can be seen as follows :

Table 4.13
The Calculation of Pearson Product Moment Correlation Using SPSS 16 Program

		Correlations		
		vocabulary	self confidence	speaking performance
vocabulary	Pearson Correlation	1	.241	.596**
	Sig. (2-tailed)		.107	.000
	N	46	46	46
self confidence	Pearson Correlation	.241	1	.524**
	Sig. (2-tailed)	.107		.000
	N	46	46	46
speaking performance	Pearson Correlation	.596**	.524**	1
	Sig. (2-tailed)	.000	.000	
	N	46	46	46

** . Correlation is significant at the 0.01 level (2-tailed).

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.714 ^a	.509	.487	4.48708	.509	22.322	2	43	.000

a. Predictors: (Constant), self confidence, vocabulary size

It could be interpreted based on the result of calculation that H_a there was a significance positive correlation Among the Vocabulary size, students' self confidence and their speaking Performances was rejected. It was found that the result of $r_{\text{value}} = 0.714$ was higher than $r_{\text{table}} = 0.293$ at df 23 at the significant level of 5% and 0.380 at df 23 at the significant level of 1% as explained in the table below:

Table 4.14
The result of Pearson Product Moment Correlation Test observed

Variable	r value	r Table		Df/db
<div style="display: flex; align-items: center; justify-content: center;"> <div style="display: flex; flex-direction: column; align-items: center; margin-right: 10px;"> X1 <div style="width: 20px; border-left: 1px solid black; margin: 0 5px;"></div> X2 </div> <div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; border: 1px solid black; margin: 0 5px;"></div> → Y </div> </div>	0.714	5 %	1 %	23
		0.293	0.380	

It meant that vocabulary size (X1), and self confidence (X2) gave significant contribution to the speaking performance (Y) of sample class. So, there was a significant positive correlation among vocabulary size, self confidence and speaking ability at EFL students at IAIN Palangka Raya academic year 2017.2018.

5. Interpretation of the result

The hypothesis testing was measured by using Pearson Product Moment Correlation to measure the significant correlation Among self confidence, vocabulary size, and students speaking performance. Based on the result of manual calculation, it can be concluded that the r_{value} was higher than the r_{table} at 5% and 1% significant level or $0.293 < 0.714 > 0.380$. It meant H_a was accepted and H_o was rejected.

Furthermore, the result of calculation using SPSS 17.0 Program found that there was a high positive correlation between students' vocabulary mastery and speaking ability. It proved by the value of r_{value} was higher than the r_{table} at 5% and 1% significant level or $0.293 < 0.714 > 0.380$.

Based on the result of manual calculation and the result of calculation using SPSS 17.0 found that there was a positive correlation Among Vocabulary size, students' self confidence and their speaking Performance . It can be interpreted based on the result of that the alternative hypothesis stating that there H_a was significance positive correlation Among the students' confidence and their speaking performance was accepted and the null hypotheses stating that there H_o was no significance correlation among vocabulary size, students' self confidence and their speaking performances was rejected.

6. Discussion

The finding of data analysis revealed that there was a positive correlation among self confidence, Vocabulary size, and students speaking at the fifth semester of IAIN Palangka Raya academic year 2017/2018. The result of correlation "r" product moment using manual calculation and SPSS program showed that the calculated value (correlation coefficient) was greater than r_{table} at 5% and 1% with the significance level $0.293 < 0.714 > 0.380$. The result of "r" value was 0.714. It meant that the students who had high confidence , and sizeable vocabulary they would get high score of speaking performance and the students who had low confidence and vocabulary they would get low score of speaking performance.

These findings were supported with the theories as stated in chapter II. The first, Gorman (2013) who found that vocabulary accounted for 11% of the variance in Spanish PA gains, and memory accounted for 13%. For English gains, vocabulary accounted for 21% of the variance and memory

11%. Based on these results, memory accounted for slightly more variance in Spanish than English gains. In contrast, vocabulary accounted for much more variance in English than Spanish gain.

The finding was also in complete with Mitra nurul Fitri (2014) found that positive and moderately correlation between self confidence and student's level of speaking ability. The value of correlation coefficient was positive. The value of correlation coefficient was 0.463. It was on scale 0.400-0.700. so if the students' confidence increased will increase their speaking ability and if the students' confidence decreased will decreased their speaking ability.

It was support by Tridinanti (2018) found that speaking anxiety has no significant correlation with speaking achievement. Self-confidence has a positive correlation with speech achievement. That is, students with self-confidence have higher achievement. as a result, it is important for teachers and lecturers to accompanying students when they practice speaking English in front of class, especially to improve their self-confidence when they communicating in English. And also supported by Rahman, Yap & Darmi (2018) found that A positive and statistically significant association was found between the overall language dominance score and English vocabulary size. One of the most striking findings to emerge from this study is that the language dominance score accounts for 30% of the variability in the vocabulary size of Malay-English undergraduates.

the last, takumi uchiyama & jon clinton (2018) found that vocabulary size was significantly associated with rank students vocabulary. However, students with large vocabulary sizes did not necessarily produce lexically sophisticated L2 words during speech. A closer examination of the data give up complexities to the relationship between vocabulary knowledge and speaking.

Because the reason above, it could be concluded that vocabulary size make them became more proficient in choosing and expressing the words and self-confidence also important which profoundly could influence the learners language performance because the student who had high confidence they will more spirit especially in speaking. Besides that, the lecturer or teacher have important roll, the should be created supportive classroom environment that encourages them to speak and take part in oral activities without fear. The speaking lecturer should create situations that persuade students to produce oral language. They may help students identify their fears and help them learn to regulate and deal with them.

BAB V

CLOSING

this chapter, the Researcher would like to give conclusion and some suggestions based on the result of the study, as the following:

A. Conclusion

Based of the data analysis, it can be concluded as follows :

- a. The result of correlation “r” product moment using manual calculation and SPSS program showed that the calculated value (correlation coefficient) was greater than r_{table} at 5% and 1% with the significance level $0.293 < 0.714 > 0.380$. The result of “r” value was 0.714.
- b. It can be seen that the result of correlation coefficient was 0.714 and the value of sig. (2-tailed) was 0,000. It meant that the correlation between the students’ confidence and their speaking ability was in positive and High correlation. It was on scale 0.700-0.900. So if the vocabulary size, students’ self confidence increased will increase their speaking performance and if the students’ confidence decreased will decreased their speaking ability. This study showed that H_a was accepted.
- c. This indicated that the alternative hypothesis (H_a) stating that there was significance positive correlation among vocabulary size, students’ self confidence and their speaking performance was accepted. Meanwhile the null hypothesis (H_o) stating that there was no correlation among vocabulary size, students’ self confidence and their speaking performance was rejected.

- d. It implied that the student who have sizeable vocabulary and strong motivation, they would get high score of speaking performance on the contrary the student who have low vocabulary and confidence they would get poor score of speaking test at EFL Students on the fifth semester of IAIN of Palangka Raya academic year 2017/2018

B. Suggestion

In line with the conclusion, the Researcher would like to propose some suggestions for the students, teachers, and other researchers.

1. for the students

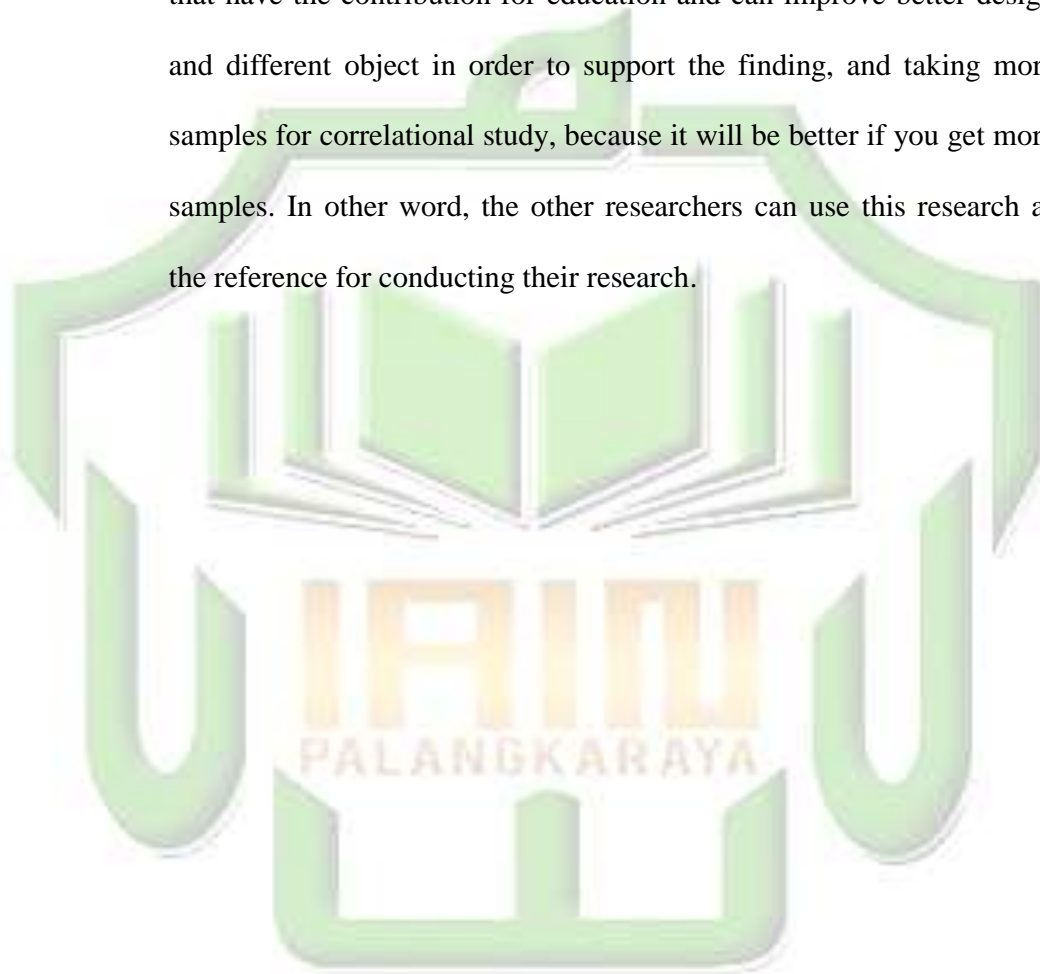
Based on research finding, The students should motivate themselves to speak English more and begin to build vocabulary and self-confidence as they communicate more often in English to get better in speaking performance. In sum, the Researcher suggested the students to practice more Improving speaking can be done by watching English movie, listening English song or podcast and read English book.

2. for the lectures

Based on research finding, important for the lectures to know the contribution of vocabulary size and self-confidence toward speaking performance, so the lecturer should create the comfort and enjoyable speaking class and make the students to be more active in class.

3. for further researcher

In this thesis, the Researcher realized that design of the study was very simple. There are still many weaknesses that could be seen. The further researcher should have more innovation in writing the similar research that have the contribution for education and can improve better design and different object in order to support the finding, and taking more samples for correlational study, because it will be better if you get more samples. In other word, the other researchers can use this research as the reference for conducting their research.



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